

**Bilingual students in the Czech Republic:
Students of Vietnamese origin learning
Czech and their experience of special and
inclusive education**

Erasmus Mundus Masters in Special and Inclusive
Education

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Abstract

The study of *Bilingual students in the Czech Republic: Students of Vietnamese origin learning Czech and their experience of special and inclusive education*, is a qualitative study and grounded theory was used to conduct the study.

The study focuses on four students of Vietnamese origin in the Czech Republic and their experience in local schools. It found that two out of four have received additional support in learning Czech. In case of a student whose level of Czech was low at the beginning of his education in school additional Czech classes have helped him to become fluent in the language. The other two who did not receive any additional language tutoring and did not experience any remarkable language difficulties into adjusting studying in Czech.

Students viewed in class support to be useful for speakers of other languages and for individuals who were not born in the Czech Republic. Participants experienced some difficulty in schools in terms of receiving appropriate educational support and having accessible teachers, also two experienced bullying by fellow students and one experienced also how teachers made fun of his Czech pronunciation.

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Glossary

EAL- English as an Additional Language

(the) Education Act- Pre-school, Basic, Secondary, Tertiary Professional and Other Education

EMAG- Department for Education and Employment Ethnic Minority Achievement Grant

F- Female

M- Male

NALDIC- National Association for Language Development in the Curriculum

SEN- Special educational needs

OECD- Organisation for Economic Co-operation and Development

(UN) UDHR- (The United Nations) Universal Declaration of Human Rights

UN- The United Nations

UNESCO- The United Nations Educational, Scientific and Cultural Organization

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Introduction

Human rights and education for all

Human rights and inclusive education with appropriate support to learners has always fascinated me. I see special and inclusive education as a matter of human rights. If I could define inclusive education, then in my words it would mean:

"Inclusive education caters for every learner from every walk of life, it supports every students' needs; high achievers and low achievers, cultural and linguistics aspects of each learner, socially disadvantaged, students with pshychological problems, people with disabilities and students who are gifted and talented."

Inclusive education also includes special educational needs, which I would define as:

"Special educational need comprises all aspects that restict a person to fully participate in school activities in a traditional way of teaching but rather requires new ways of teaching, different settings and resources. It covers every learner from every walk of life regardless whether they are labelled disabled or not."

I have had the honour to study in 4 European countries and in different languages. This experience is not only limited to studying but it also covers work experience as an educational worker in various settings, job roles, and locations. Throughout the years I have witnessed great practices in schools that make teaching accessable for each student and also some practices that hinder the learning of some of them or a group of learners.

One of the barriers that I have witnessed is the aspect of languages in classrooms and the lack of language support services for speakers of minority languages and the difficulty of achieving bilingualism. "It is well established that levels of bilingualism have benefits, including better communication with elders (Fillmore, 1991; Cho, 2000), superior cognitive development (Cummins, 1976; Bialystok, Craik, Klein and Viswanathan, 2004), and job-related advantages

(Fradd, and Boswelll, 1999)” (Cho, 2008, p. 12). This has made me curious how language plays a role in creating an inclusive setting and how special educational needs are being viewed by governments, how this is addressed in schools and what are students’ experiences with this.

The rise of human rights in the 20th century has made a way for education for all, and special and inclusive education to take a prominent place in the political arena (UNICEF, 2011, p. 4). The starting point for this was the aftermath of the Second World War as the winning countries sought to bring the world closer and develop support links between member states (UN; UNESCO, 1948, Vol. 1, no. 7, p. 8). This marked the birth of United Nations (UN) on 24th October 1945, when 50 member states ratified the UN Charter. In 1948, after one year of discussions, UNESCO, a “Specialized Agency of the UN system” (UNESCO, 2014), in their *Courier Publication of the United Nations Educational, Scientific and Cultural Organization* (UNESCO, 1948, Vol. 1, no. 8, p. 5) defined the principles of establishing human rights. The primary view in the paper how to achieve it, was the belief that education, science, culture and modern means of communication are vital. It goes on to say that the force for peace and the advancement of happiness are when human rights have been attained. Before this time, the main focus was on civil and political rights and these did not involve education and human aspect of life as much (UNESCO, 1948, Vol. 1, no. 8, p. 5). These new rights were predominantly concerned about the economic and social aspects of life (UNESCO, 1948, Vol. 1, no. 8, p. 5). On 10th of December 1948, the United Nations officially adopted the Universal Declaration of Human Rights (UDHR) and it was a milestone to further developments in the movement to equality, inclusion and social justice (UDHR).

Directly related to the UDHR, is the 1994 UNESCO Salamanca Statement that highlighted the right for every child to education, the uniqueness of every individual, appropriate schooling for children with special educational needs and child centred pedagogy (Salamanca Statement). When reading the Salamanca Statement, two questions emerged in my head that I want to explore more: What are special educational needs according to government policies and do people with disabilities only have special educational needs. I will discuss more of this topic in the next chapter in my literature review.

There are countries that see it as specifically related to disability and some define special educational needs as a much broader term encompassing aspects like gifted and talented, language needs, children in need of psychological or social support (OECD, 2012, pp. 1, 6-10). Estonia, Finland, Sweden and Greece, for example, have adopted the extended definitions of special educational needs (OECD 2012, pp. 6-11). Countries like The United States, United Kingdom (England and Wales) and Spain have not (OECD, 2012, pp. 1, 6-10). Attempts to create a universal definition for special educational needs that all governments could agree with has so far failed (OECD 2012).

Although, it is difficult to determine what are special educational needs, it still requires us to think how we cater for learners' needs in general and do we make our schools accessible for everybody. Immigration and human movement have created further educational needs and society in Europe and in numerous countries across the world have consolidated as societies that are complex and culturally plural (Medina Rivilla, Domínguez Garrido, Medina, 2010, p. 19).

The world around is changing and becoming more global, and therefore we should question less who is eligible for additional support in school and rather focus on the needs of the students who come into school to study in an inclusive setting (Watson, 2007; Carnoy 199). Mirjam Donath Skjørten (2010, p. 177) addresses it well with asking "do we take children, their needs, rights and uniqueness seriously?" "Is our education really giving opportunities for learning, development and participation?"

Education for all (Salamanca Statement) is a way to express human rights (UNESCO, 1948, Vol. 1, no. 8, p. 5) and schools in my opinion need to enable people to achieve their full potential through appropriate settings, resources and staffing. A school for all has to deal with cultural diversity as there is increasing number of pupils with immigrant backgrounds (Buli-Holmberg, 2010, p. 157). In the recent years, teachers have had to ensure education for students who are from different cultures, speak another language and have various levels of abilities (Buli-Holmberg, 2010, p. 157). In an ideal society there should be "members with differentiated needs,

interests, talents and opinions” (Skjorten, 2010, p. 175), it needs to provide an environment where is “respect, conditions and consideration for all its members” to create “a more genuine democratic society” (Skjorten, 2010, p. 175).

Example of Canada in the context of minority ethnic students in education

To help us understand why it would be useful to consider language as a special need, “language socialization” theory comes into picture, it explores the relationship between social activities in developing language and communication skills (Ochs, 2000).

Language socialization has come to life thanks to multilingualism and globalization (Ochs, 2000; Watson 2007). It focuses on the relationships between languages and cultures and how they are shaped through interaction with the speakers of those languages within countries (Paradis, Genesee, Crago, Leonard, 2010). In particular, it examines bilingualism and the influence of the majority language upon minority languages.

The example that I will be using is a case study of Inuit population in Canada through the aspect of language socialization (Paradis, Genesee, Crago, Leonard, 2010). In 2010 the findings of the research were published in *Dual Language Development & Disorders: A Handbook on Bilingualism & Second Language Learning, Second Edition*.

Before moving to the findings of the study, two sides need to be taken into account - the English and French North American parents and the Inuit parents approach to language teaching and communication with their children.

It is important to keep in mind that there is a significant difference of the way North American parents teach their children: active communication is encouraged between the parents and children, parents take into account the noises babies make, prompting children and asking questions from them to develop communication skills (Paradis, Genesee, Crago, Leonard, 2010).

The parents believe children learn talking through practice (Paradis, Genesee, Crago, Leonard, 2010). In contrast to this the Inuit parents discourage the communication between children and adults, it is favored by interaction and play between children (Paradis, Genesee, Crago, Leonard, 2010) . Small babies are carried around in mothers parkas and language is learned through observation. Mothers address their children through “rhythmic, cadenced, affectionate speech” (Paradis, Genesee, Crago, Leonard, 2010).

Canada provides two years of primary education in Inuktitut, the Inuit teachers encourage children to shout out the answers in class when asking them a question. In contrast after the Inuit have moved to Canadian mainstream schools where the instruction is in English, the children are faced with learning a new set of rules- instead of being used to shouting out the answers, they have to raise their hand and give individual answers in class. This is intimidating and takes time to get to use to the mainstream majority culture (Paradis, Genesee, Crago, Leonard, 2010).

This creates a power structure (Paradis, Genesee, Crago, Leonard, 2010), where the mainstream Canadian teacher who come to teach in Inuit communities see their behavior as the only acceptable way of being and it causes difficulties between the two ways of upbringing- the mainstream Canadian and the Inuit cultures. The book goes on to discuss the impact it has on populations in North America and elsewhere in the world causing “deleterious effects of a lack of respect for cultural and linguistic differences that become ensnared in power differentials” (Paradis, Genesee, Crago, Leonard, 2010). Similar things have been noted among immigrant children’s experiences across the world as they enter into education in a new country where it impacts their education and social interaction (Paradis, Genesee, Crago, Leonard, 2010, Phillion, Hue, Wang, 2011).

Although, the example of this research is concerned about cultural aspects, it does have some element of language as a concern in education as both of these are closely connected to each other and when new immigrant children start schooling, both things need to be taken into account (Paradis, Genesee, Crago, Leonard, 2010, Phillion, Hue, Wang, 2011). Many countries are facing the problem “of language because it is so often language that helps or hinders group

and national identity” (Watson, 2007). This gives a clear reason why teachers need to be able to accommodate the learning needs of minority ethnic students and work towards inclusion of all (Watson, 2007).

Based on the example of this research conducted in Canada, I would like to do my project through the lense of language socialization in the Czech Republic. This study showed how mother tongue- Inuit was used in the first years in education and how this changed and English was used instead (Paradis, Genesee, Crago, Leonard, 2010). It raises the language question and whether the students had sufficient level of English in order to study and was there a need for additional classes and help in normal classes in order to master English. The research also showed how culturally diverse is Canada and how parenting differs depending on whether it is the case of North Americans or Inuit families (Paradis, Genesee, Crago, Leonard, 2010). Similarly to this, school experience in respective language and culture environments differs and this causes communication problems and difficulties from the children’s and also from the teachers’ point of view as the Inuit children need to adapt to the new school environment (Paradis, Genesee, Crago, Leonard, 2010).

Master’s research

In my Master’s research I am interested in the educational experiences of a minority ethnic group in the Czech Republic and for that I have chosen to study students of Vietnamese origin. I would like to learn more about the language aspect of learning, how the government sees the support of students who speak other languages and what are individual students’ experiences in mainstream Czech schools.

Here are some of the questions my research will attemp to answer:

1. What legislation governs special and inclusive education, language support and education in mother tongue and how this legislation enables language support for minority ethnic students?
2. How the learning needs of Vietnamese speaking students are affected and how do students view their school experience and the role of support?

2. How speakers of other languages are being taught in schools?

I believe these questions should be tackled now because Europe is becoming more diverse and as people are relocating to new countries (Ramos, 2010). The results of human movement are creating new educational situations in schools where there is bigger variety of students who may not speak the language of the country, or their communication is limited in the majority language (Ramos, 2010).

This research could be beneficial to the Czech Republic as it enables me to use the students' voice to give feedback, which could inspire educators in the country, politicians and lawmakers, it could also be empowering to students in schools to reflect on their education. Likewise, it is could be beneficial to the wider world and Europe to provide some answers about inclusion in education and perhaps influence future legislation and practice.

Review of literature

Education in the 21st century and inclusion

21st century continued to push the strategies of inclusion and put the lense on education for all. The year 2000 marked the setting of Millenium Development Goals for the next 15 years (UN). They are related to the quality of education, where it is measured by how many children are in (primary) education and whether the life skills goals are met in terms of literacy and numeracy (UN). Hawkes and Stephens see the quality of education as a way to interpret the right for education for all, yet in the context of poorer countries, at this stage it has been limited to primary education and even this remains a struggle today (UN).

The debate over initial Millenium Development Goals and future plans is crucial as 2015 is approaching and new agreements are being formulated. In Sumner's and Tiwari's paper (Barrett, 2009) there has been emerging well-being approach that goes beyond the material and instead emphasizes relationships, values and behaviour (Barrett, 2009). Therefore,

“education is not only expected to enhance employability or livelihoods at the individual level and economic development at the national level but also to develop democratic values and responsible citizenship behaviour that contribute to stable and peaceful communities and nations. Likewise, the international promotion of child-centred curriculum and pedagogies can be interpreted as a concern with how children feel about education as well as achieving affective and cognitive outcomes of education” (Barrett, 2009).

Sumner and Tiwari go beyond measurable statistics and standardized performance tests in determining the quality of education, which had become popular in the 1980s (Barrett, 2009; Sahlberg, 2007). In the past, “at least three common features in education development policies and reform strategies globally have intended to improve the quality of education” (Sahlberg, 2007, p. 150) and “raising student achievement” (Sahlberg, 2007, p. 150). “First is the standardization of education” (Sahlberg, 2007, p. 150), it was followed by “outcome based education reform in the 1980s” (Sahlberg, 2007, p. 150) and in 1990s standard-based education policies became popular (Sahlberg, 2007, p. 150), “initially in Anglo-Saxon countries” (Sahlberg, 2007, p. 150).

In 2000, UNESCO organized the first World Education Forum to tackle the human rights issues within the education systems across the globe (UNESCO, 2000). The participating countries “adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments” (EFA). Their target was to ensure that “the basic learnings needs of every child, youth and adult are met within a generation and sustained thereafter” (UNESCO, 2000). The EFA’s goals can be described by Chitty’s words, which are human fulfillment, preparation for world of work and contribution to social progress and social change (in *The Concept of Quality in Education: Review of the ‘international’ literature on the concept of quality in education*).

The most recent legislation that covers the area of education for all, is the 2006 *The Convention of the Rights of Persons with Disabilities* (UNCRPD) (UN). Two points can be highlighted from Article 24 of UNCRPD, which talk about the role of state parties to provide free education for all; 1.A says the governments need to support “The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; 1.E continues to say that “Effective individualized support measures” need to be “provided in environments that maximize academic and social development, consistent with the goal of full inclusion (UN). Although, the document, as it is stated in the title, is only concerned about people with disabilities.

Disability and special educational needs in a wider perspective

It is important to understand what is the meaning behind the word disability, what is the history behind it and how this is reflected in our policies. The World Health Organization (WHO) has been working on developing definitions that can be applied in this context. In 1980 they published *International Classification of Impairments, Disabilities and Handicaps*. In the document WHO use the term “medical model of illness” (WHO, 1993, p. 11) and it can be interpreted as medical model of disability (WHO, 2001, p. 20). The center point is an individual, a person with a deficit, sick and looks at the actiology of the problem with subject specific pathology requiring a specific treatment of the condition (Bailey in Clough, Corbett, 2011). Furthermore it divides the concept into phases starting with the disease as the the root problem causing impairment, it then develops into disability and that can cause handicaps (WHO 1980).

Disability 30 years ago (WHO, 1993) was perceived to be a result of an illness, a medical condition, which is the effect of impairments- abnormalities of the body structure and appearance and with organ or system function (WHO, 1993, p. 14). Impairment is concerned about the abilities on the organ level but disabilities are interlinked with the person itself (WHO, 1993, p. 14), it values “the norm” and that is measured against the individual’s capabilities to perform them either temporarily or permanently (WHO, 1993, p. 143).

Contrarily to this, handicap, a word that is discouraged to use in the modern day, in 1980 it was thought as a more positive thing towards people with disabilities (WHO, 1993, p. 14). It looked at the circumstances individuals were placed in, situations that produced “a disadvantage in relation to their peers when viewed from the norms of the society” (WHO, 1993, p. 14). It moved away from the person and examined the settings.

This theory of disability has been reviewed by the World Health Organization and the title has been changed to *International Classification of Functioning, Disability and Health*, which still has kept some original concepts in place (WHO, 2001). The word “handicap” has been removed and new terms replace the old definitions that were used in their 1980 publication (WHO, 2001, p. 3). Impairment is still about the the body and its functions, and the word “organ” has been changed to “body structure” (WHO, 2001, p. 12). Disability now, is not only defined by the medical model of disability but also it covers the social model of disability- “a socially created problem” (WHO, 2001, p. 20). WHO has embraced the new approach and sees it as “a matter of the full integration of individuals into society” (WHO, 2001, p. 20). Although, here the word used is “integration”, by the purpose of the text it can also have another meaning- inclusion of all.

A new, and more holistic model of disability developed out of medical and social models of disability- the capability perspective, that analyses the situation of the “disablement” and how it may be different depending on the context, resources and the essential needs of that particular person and how they are met (Terzi, 2008). Suprisingly, WHO has incorporated it in their 2001 work under the name “capacity qualifier” (in *International Classification of Functioning*,

Disability and Health)- “the gap between capacity and performance reflects the difference between the impacts of current and uniform environments, and thus provides a useful guide as to what can be done to the environment of the individual to improve performance” (WHO, 2001, p. 15). This can be compared with the theory of handicaps that WHO had in their original 1980 publication as both of these talk about the setting and the location the person is placed at (WHO, 1993, p. 14).

Coming back to Salamanca Statement and the theories around disability and special needs. If a disability is a situation where a person is disadvantaged “in relation to their peers” (WHO, 1993, p. 14), “impact” of environments (WHO, 2001, p. 15), and individual’s capabilities to perform tasks either temporarily or permanently (WHO, 1993, p. 143), could it be that disability is not just a medical concept, but a much broader term? Could it mean that special educational needs is an umbrella term for many circumstances in every day life that are concerned about inclusive education and education for all? It is essential for the field of special and inclusive education to support the learning for every child, regardless of whether they have a medical label (Clough, Corbett, 2011, p. 13) or not, what language they use, are they gifted or talented or if they come from challenging backgrounds (OECD, 2012).

European context: defining special educational needs in governmental policies in Estonia, England and in the Czech Republic

Classically, as the World Health Organization has described disability (WHO, 1993; WHO, 2001), the same vocabulary remains in active use in governmental level of many countries as a way to refer to students who are in need of special educational support (OECD, 2012; Salamanca Statement). Although, it is important to note that practice in reality may be different from policies, in places where local governments have more autonomy and can decide how to support the local community (Nusche, Earl, Maxwell, Shewbridge, 2011). One of the examples of these is Norway, where the government has decentralized education and given more power to local communities (Nusche, Earl, Maxwell, Shewbridge, 2011).

Another country worth mentioning, is Estonia, that has embraced the extended version of special

and inclusive education within its legislation (Riigi Teataja, 2010). In their Primary, Middle School and High School Act 2010, in Part 4, Paragraph 46, point 1 (Riigiteataja 2010) they have defined special educational needs as:

“A student with special educational needs is a student, whose talents, difficulties in studying, health condition, disability, abnormalities on behaviour- and emotional level, prolonged periods of being away from schooling or insufficient level of using the language of the school which brings a need to make changes or adaptations in the content of the study, process of education, length of study, level of difficulty in education, environment of the study space (such as resources for studying, study spaces, language of communication, including sign language or other alternative tools of communication, support staff, teachers with special training) in the results of studying for what they have applied for or in the study program created by the teacher for working in the class together with the teacher.”

Estonia, in terms of this particular law has demonstrated the need for support for every learner and this is at the heart of education for all (Riigi Teataja, 2010; Salamanca Statement). They have recognized individuality and differences between students' abilities and the duty to address this by the school (Riigi Teataja, 2010, Primary, Middle School and High School Act 2010, Part 4, Paragraph 47). The reason for providing support for every learner comes from the promotion of inclusive practices in the whole country (Riigi Teataja, 2010, Primary, Middle School and High School Act 2010, Part 4, Paragraph 47).

The government of Estonia allows bilingual learning in schools, which has to be in accordance with the National Constitution (Riigi Teataja, 2010, Primary, Middle School and High School Act 2010, Part 3, Paragraph 21). It explains in Point number 1 in Part 3, Paragraph 21 (Riigi Teataja, 2010, Primary, Middle School and High School Act 2010) that:

“A language is considered to be the language of studying, when it counts at least 60 per cent of the permitted lower level of amount of studying based on the national curriculum. In case, the study does not reach to the 60 per cent of any of the languages, it is considered to be bilingual”(education). “In case of bilingual education, two languages are taken into consideration where most of the studying is taking place”.

Funding of school services in Estonia depends on budget of the school and the financing comes from “the state, municipality or city budgets, and also moneys from private legal entities, donations and from the statutes of the school's extra-curricular activities of the school's revenues”(Riigi Teataja 2010, Primary, Middle School, and High School Act 2010, Section 6, Paragrapg 82, Points 1 and 2).

England, on the other hand in their *Special Education Needs and Disability Code of Practice: 0 to 25 years 2014* have continued to use narrow definitions and they lean on the medical model of disability and have put it at the heart of the legislation (Department of Education, Department of Health, 2014). Disability (Bailey in Clough, Corbett, 2011), specific learning difficulties proved by an assessment are the only valid factors in being labelled as having special educational needs (Department of Education, Department of Health, 2014, pp. 93-98; OECD; 2012). If somebody has English as their second language and they struggle to learn in a mainstream setting, they will not get any funding from the special needs budget and require a different fundings source (Department of Education, Department of Health, 2014, p. 96; NALDIC). Therefore students who fall under the medical categories have the right for support in schools and if a person has different needs unrelated to these two, they are not eligible for individualized teaching but may receive support through other services (Department of Education, Department of Health, 2014, pp. 93-98; NALDIC).

England stays firm to what is defined as special educational needs but according to the National Association for Language Development in the Curriculum (NALDIC) the government provides separate funding for language support for students whose mother tongue is not English. In 1966, Section 11 of the Local Government Act made funds available “*to help meet the special needs of a significant number of people of commonwealth origin with language or customs which differ from the rest of the community*” (NALDIC). Most of the teaching originally was taking place in separate Language Centres or through withdrawal from mainstream classes, but these separate centres were closed down in 1986 due to Commision for Racial Equality Act, and the findings in Calderdale Local Education Authority (NALDIC). Schools remained to provide support for

English as an Additional Language (EAL) for students and in 1999 "Department for Education and Employment Ethnic Minority Achievement Grant (EMAG) replaced the Home Office 'Section 11' funding (NALDIC). Unfortunately, in 2011 it was put together with the Direct School Grant (DSG), which meant that there was a reduction in much needed available support (NALDIC). Now, from 2013 onwards, optional EAL factor can be included in local funding formulae but it is only for those who have studied in English schools for less than three years and ultimately local schools have the power to decide how and who they support (NALDIC).

The Czech Republic seems to agree with England in using the medical model of disability in defining special educational needs (OECD, 2012, p. 10). According to OECD (2012, p. 10), the criteria for supported learning is when a person has either a "physical, mental, sensory, speech and language impairment, specific learning and/or behavioural difficulties, autism and children with severe multiple needs. In addition to this, they take into account whether the particular student benefits or not from the provisions made available by the school to learners of the same age who do not receive additional support (OECD, 2012, p. 10).

The Czech Republic as many other countries around the world have a large number of students from migrant backgrounds who are studying in the majority language of the country, which differs from their mother tongue (Paradis, Genesee, Crago, Leonard, 2010). On top of the language barrier, they also need to be able to fit in and adapt to instructions and social communication in school in the new environment (Paradis, Genesee, Crago, Leonard, 2010). In 2013 in the Czech Republic there were 59 384 foreigners in education, that makes almost 3 per cent out of the whole student population of 203 6914 (Czech Statistical Office, 2014). Approximately 4,2 per cent of the whole number of people of 10, 517, 408 were non Czech in 2012 (Czech Statistical Office, 2014).

Although, Czech Republic does not directly state in their policies that language is a special need, still there are some evidence that it can become special educational need and receive funding for such services (Education Act, Inkluzivní škola). In section 20 of Act No. 561 (2004) on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (Education Act) highlights

language support available for European Union Citizens in Czech schools. This Act has been amended and from 2005 onwards it has been extended to all foreigners and speakers of other languages (Inkluzivní škola). From the same legal document point number 5 in Section 20 specifies how language studies are conducted for other language speakers:

“a) can attend free preparation for their inclusion to basic education including learning the Czech language adapted to the needs of such pupil; and

b) is, if possible and in cooperation with the countries of origin of pupils, taught their mother tongue and culture of their country of origin, whilst such teaching shall be coordinated with usual education at the basic school concerned.

(6) The Regional Authority shall ensure the preparation of pedagogical staff who shall carry out

(7) The Ministry shall lay down in an implementing legal provision the form, content and organisation of free preparation under sub-section 5 (a).” (Education Act)

Czech Republic has created an online resource for teachers who are working with students who speak other languages- Inkluzivní škola, Inclusive school in English. Inkluzivní škola has further information about the topic of Czech as a second language in schools (Inkluzivní škola). It is “an information platform, which aims to provide the necessary support to teachers working with students whose native language is not Czech” (Inkluzivní škola). The website provides a variety of information and also contains facts about legislation in education in the Czech Republic (Inkluzivní škola).

On top of the basic support in schools, if a student’s level of Czech language is insufficient to function in a normal school setting they are entitled to special “program that is in many ways similar to the remedial program for students with learning disabilities” (Inkluzivní škola).

Furthermore, Inkluzivní škola says that these students “are now due to the amendment of Decree 147/2011 Sb. considered pupils with special educational needs (SEN) or socially disadvantaged. The school provides pupils [...] compensatory measures. These are:

- *the use of teachers, or special pedagogical methods and procedures that meet the educational needs of students*
- *provision of individual support in teaching and preparation for teaching*

- *use of advisory services schools and school guidance facilities*
- *individual education plan*
- *service teacher assistant" (Inkluzivni škola).*

It also says that students then have the opportunity to attend classes focused on the development of Czech as a second / foreign language (Inkluzivni škola). It is estimated that it may take five to six years until their Czech language has developed to a level when speakers of other languages have mastered the language (Inkluzivni škola).

Both Estonia and the Czech Republic see the language of instruction to be the language of the country, the Estonian language in Estonia and the Czech language in the Czech Republic (The Education Act, 2004, Section 13; Primary, Middle School, and High School Act 2010). The Education Act also states there is provision for national minority pupils in their mother tongue (The Education Act 2004, Section 14, Point 1, Inkluzivni škola), also the state allows teaching of some subjects in a foreign language in schools (The Education Act 2004, Section 13):

"A municipality, a region or the Ministry shall ensure education for members of national minorities in the language of the relevant minority at nursery, basic and secondary schools, namely in the municipalities where, in compliance with a special legal regulation..., a Committee for National Minorities has been established and if conditions stipulated herein are satisfied."

In order to receive this support there needs to be a certain number of students studying in the same school (The Education Act 2004, Section 14), which may become restriction in creating this kind of provision. Similarly to Estonia, bilingual education is available to such students (The Education Act 2004, Section 14; Primary, Middle School, and High School Act 2010). According to the Education Act, it requires schools to have:

- 1) 8 or more children from a national minority in order to set up a nursery school for them
- 2) In basic (elementary) school there needs to be at least 10 students
- 3) "A nursery school or basic school with the language of the national minority may be

established provided that all classes have on average at least twelve (12) children or pupils who claim to be members of the national minority in one class.” (The Education Act, 2004, Section 14, Point 2).

4) There needs to be 12 or more students who are members of a national minority in high school in order to set up a separate class for them in their language.

5) In order to set up a high school for students of a national minority in the minority language there needs to be on average of 15 students in all classes.

Funding and provision for classes in the language of national minority can come from multiple sources: union of municipalities or municipality and a region together decide how to run and fund these services, also the Ministry needs to consider the accessibility of this education (The Education Act 2004, Section 14 Point 4).

Supporting minority ethnic students in education and examples of effective language teaching

Coming back to what was discussed previously, appropriate education, child-centred pedagogy and education for all (Salamanca Statement, Education for All) involve both the aspects of understanding and meeting the language needs of the learners. Much of the research has been done about English as a second language as globalization has produced a market for a universal language or even a group of global languages; English, French and Spanish (UNESCO, 2003; Carnoy, 1999; Watson, 2007; Harris, Ó Duibhir, 2011). Historically, formal education in colonies or previously colonized countries has been conducted in European languages, the indigenous people have had limited access to full primary, secondary and upper education as a result (Watson, 2007).

Moving away from colonial languages in these countries has been slow but governments in Ghana, Namibia, Argentina, Bolivia, Ecuador and Peru are starting to rediscover the benefits of local languages but indigenous people have showed some reluctance to use it in formal education (Watson, 2007). This practice in schools is connected with the shift from Jacobin tradition of

punishing children for using their dialects and mother tongue in schools where they were taught in a different language (UNESCO, 2003). Current research shows that educating children in their mother tongue produces better results and enhances the learning of minority ethnic groups (UNESCO, 2003; Watson 2007).

Language immersion or dual language programs (Paradis, Genesee, Crago, Leonard, 2010), where 50 per cent of the teaching is done in the mother tongue and 50 per cent in the second language can produce significant results as well (Seikkula-Leino, 2007). Number of studies have been conducted in Spain and Catalan that looked at students' abilities "*in a foreign language, their mother tongue and mathematics. Immersion pupils were compared to a so-called normal class. All pupils had a low social background. The skills of the immersion pupils exceeded those of the normal-class pupils in both mother tongue and mathematics*" (Sampera, 1994, p.13 in Seikkula-Leino, 2007). In addition, other studies have demonstrated immersion pupils may be more developed in "verbal and non-verbal communication skills, cognitive skills and divergent thinking than so-called normal-class pupils" (Vesterbacka, 1991a, p. 24 in Seikkula-Leino, 2007).

Michell (2000) says in Harris, Ó Duibhir's *Effective Language Teaching: A Synthesis of Research, Research Report* (2011, no. 13, p. 70) that "the effective teacher has to make rapid, complex decisions all the time in the classroom. These decisions are guided, among other things, by a strategic view of desired learning outcomes, by theories of learning as well as by the teacher's ongoing assessment of individual pupils' knowledge, skill," and interest (Harris, Ó Duibhir, 2011, no. 13). When teachers can take into account students interests and plan lessons creatively, greater learning outcomes can be achieved and this has been proved by Kizilitan's and Ersanli's research conducted in Turkey in 2007 among young Turkish students who were studying English and participated in a 15 week theme based course (Harris, Ó Duibhir, 2011, no. 13).

Research conducted in Ireland to teach pupils Irish through Art and Science demonstrated that with a specific lesson planning it can enable teachers to focus more on the individual needs of the

pupils (Harris, Ó Duibhir, 2011, no. 13) . In that study, three main things were used to anticipate problems: background material for teachers, a statement of the objective of the lesson, “materials required”, “a list of the main vocabulary items involved (Irish and English)”, and “a list of informal phrases or idioms that might be useful to the teacher” when teaching the lesson (Harris, Ó Duibhir, 2011, no. 13). Pupils also received a pictorial dictionary at the start of each lesson (Harris, Ó Duibhir, 2011, no. 13). Initially they were allowed to ask questions in English and the teachers would respond in simple Irish but gradually as their Irish improved it would be less used (Harris, Ó Duibhir, 2011, no. 13).

Correction and attitudes by native speakers and teachers in the target language can have a positive or a negative effect on people who may have low level or limited ability to speak in the language of the country (Cho, 2008). If the native speakers of the language react negatively to individuals who are trying to speak their language it can hinder them, stop them from learning the language and affect their cultural belonging (Cho, 2008). Therefore, it is important to understand how to support and encourage speakers of other languages to learn the majority language. In a school setting prompts and recasts are helpful for high-proficiency learners but for low-proficiency learners prompts could be more effective (Ammar 2008 in Harris, Ó Duibhir, 2011, no. 13). Furthermore, corrective feedback is beneficial for learners: pupils who were prompted to self-correct made greater progress in their second language morphosyntactic development than the recast group, although this theory may need further research (Ammar 2008 in Harris, Ó Duibhir, 2011, no. 13).

Conscious learning by the the students themselves can contribute to learning a new language (Ponniah, Krashen, 2008, p. 2). “Consciously learned knowledge is sometimes referred to as metalinguistic knowledge (Ponniah, Krashen 2008, p. 2). In the case of language output of conscious learning there could be two counter factors: first depends on whether the student focuses on what is correct, the form and this is quite often is unnatural to many; second point is that time is required to access learned rules and during actual conversations it rarely happens (Ponniah, Krashen, 2008, pp. 2-3). Writing can help with learning consciously and with metalinguistic skills as research has shown that it can be done by re-examining our ideas and

creating new ones (Ponniah, Krashen, 2008, p. 3).

There is one possible opposing factor when considering minority ethnic students and whose mother tongue is not the language of the country, as people with special educational needs, and it is the case of generational differences in the immigrant population (Cho, 2008). Cho (2008) states that based on previous researches in the U.S. immigrant children eventually prefer to speak English and the use of heritage language and the ability to function in the heritage language starts to decline when the second generation goes through the education system (Cho, 2008, p. 4).

Lastly, intercultural education can function as a bridge between different cultures and speakers of other languages (Medina Rivilla, Dominguez Garrado, Medina, 2010). Research conducted by Dominguez in 2006 show in which dimensions educational establishments need to develop “*if we desire that students would improve in their intercultural learning and the educational institutions consolidate as coexistence scenarios, bridges between cultures and places of integral improvement of human beings*” (Medina Rivilla, Dominguez Garrado, Medina, 2010).

Dominguez (Medina Rivilla, Dominguez Garrado, Medina, 2010) has identified the following factors the staff should have in order to improve the quality of developing intercultural activities: “professional identity, empathy, collaboration, practical intercultural knowledge, knowledge of intercultural theory and adaptation of knowledge of intercultural challenges, adaptation and utilization of knowledge produced by different cultures, intercultural compromise” (Medina Rivilla, Dominguez Garrado, Medina, 2010, pp. 27-28).

Research methodology and ethical discussion

Overview: research methodology

In this chapter I will firstly discuss the aspects of qualitative research as I have chosen to do a qualitative study. The main section will be about grounded theory and sampling in grounded theory and how I will use these in my research. Lastly, I will also talk about an example research with similar methodology.

Qualitative research uses the naturalistic approach and looks at the phenomena in context-specific settings without interfering to the every day activity (Golafshani, 2003). Creswell in (2007) in *Qualitative Inquiry and Research Design* (2nd ed) explains that in qualitative study information can be gathered for example from observations, interviews, conversations, field notes, document analysis, photographs, recordings and many other forms that allow the researcher to understand the phenomena through the people's point of view. From these research methods, interviews and observations seem to be the most dominant in qualitative interpretive paradigm as oppose to scientific empirical positivist paradigm in quantitative research (Golafshani, 2003; Creswell, 2007; Reeves, 1996). An important factor that should be considered, is how the phenomenon is being explored, rather than only leaning on the readers, researchers or the subjects of the research (Creswell, 2007, p. 3). Hoepfl puts it nicely (1997) in Golafshani (2003, p. 600) that a qualitative researcher tries to find illumination, understanding, and extrapolation to similar situations in their studies by making connections with the real world.

Classically more than one method is used to reach to final conclusions, although a single method approach is also common in qualitative enquiry (Creswell, 2007; Cohen, Manion, Morrison, 2007, p. 141). Cohen, Manion and Morrison (2007, p. 141) believe that there is a disadvantage when using only one method and it makes the research more vulnerable. Instead of using one method of research, using multiple methods or in another words multi-method approach is preferred by the authors (Cohen, Manion, Morrison, 2007, p. 141). By using different methods, it gives the opportunity to collect data from various sources, which is also called triangulation in qualitative enquiry (Cohen, Manion, Morrison 2007, p. 141; Golafshani, 2003).

Types of research in a qualitative study

In qualitative study, there are five main approaches that are applied in research, they are narratives, phenomenology, ethnography, case study and grounded theory (Creswell, 2007, p. 2).

I will provide a quick overview of the most commonly practiced.

Narratives are used to learn about people's life stories or specific aspects of their life experience to understand the world through participants' experiences (Creswell, 2007). It is a historical perspective of the phenomena, it may include biographies, autobiographies, stories, discourses, narrative writings, personal history, oral history, case history, life history, personal experience and case studies (Denzin in Creswell, 2007, p. 198). Plummer (Cohen, Manion, Morrison, 2007) describes the narrative as a research that can take years of studying the person. It involves documental evidence such as pictures, diaries and recordings, observations and interviews with the subject itself and also people who are in contact with the individual (Plummer in Cohen, Manion, Morrison, 2007).

Phenomenology in the other hand "advocates the study of direct experience taken at face value; and one which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality" (English and English 1958 in Cohen, Manion, Morrison, 2007, p. 22). In essence, Curtis sees three dominant philosophical viewpoints in this theory: it is a subjective and active consciousness, which bestows a meaning (Cohen, Manion, Morrison, 2007, p. 22). Lastly, "there are certain essential structures to consciousness of which we gain direct knowledge" (Curtis in Cohen, Manion, Morrison, 2007, p. 22) through reflection but all phenomenologists may not agree with that (Curtis in Cohen, Manion, Morrison, 2007, p. 22).

Ethnography, similarly to phenomenology seeks to understand the world we live in through examining practical activities, practical sociological reasoning through empirical study and paying attention to the simplest things in daily life and focusing on them as a "phenomena on its own right" (Garfinkel in Cohen, Manion, Morrison, 2007, p. 23).

Case study is quite often used to research one case, an individual or a school in educational research. Yin (1984) has identified three main types of case studies: exploratory, which can be as

a pilot to other studies or research questions; descriptive and providing narrative accounts; and explanatory for testing theories (Cohen, Manion, Morrison, 2007, pp. 254-255). It may use participant and non- participant observation to collect information. Furthermore, it seeks to examine multiple sources of evidence and get in-depth knowledge of the subject (Cohen, Manion, Morrison, 2007, p. 85).

Lastly, I will introduce grounded theory, which is also my chosen method of research. Grounded theory is formed based on the data collected from sampling (Cohen, Manion, Morrison, 2007, pp. 116-117). In grounded theory, the number of samples are not necessarily important, rather than whether they can produce a theoretical explanation of a situation, which is supported by findings and remains the same regardless of new information being brought in (Cohen, Manion, Morrison, 2007). This can create a difficulty for the researcher to know before hand what is a sufficient number of evidence or is there a need to get more samples in order to formulate a “grounded theory” from collected data (Cohen, Manion, Morrison, 2007, p. 116). It can prove to be impossible, exhausting or have time limitations in order to know what is required at the beginning (Cohen, Manion, Morrison, 2007, p. 116). Within the research itself, a constant method is being used to analyse collected data, the study continues “until the theory remains unchanged or until the boundaries of the context of the study have been reached, until no modifications to the grounded theory are made” (Cohen, Manion, Morrison, 2007, p. 116). Furthermore, Glaser and Strauss (1967) say that “theoretical saturation.... occurs when no additional data are found that advance, modify, qualify, extend or add to the theory developed” (Cohen, Manion, Morrison, 2007, p. 116).

These five main types of research according to Miles and Huberman (1994) follow two main research designs in qualitative enquiry: either loose or tight (Cohen, Manion, Morrison, 2007, p. 172). Loose research design allows flexibility and changes within the study and also the change of methodology (Cohen, Manion, Morrison, 2007). Tight research design is related to the theoretical approach, it has “narrowly restricted research questions and predetermined procedures” and little flexibility (Cohen, Manion, Morrison, 2007). The authors point out that loose designs are recommended for experienced researchers and tight for new to this field (Cohen, Manion, Morrison, 2007).

Sampling and grounded theory in qualitative research

Grounded theory was developed by Barney Glaser and Anselm Strauss in 1967 to provide alternative method of research to “scientific inquiry which relied [...] on hypothesis testing, verifying techniques, and quantitative forms of analysis” (Babchuk). It was a new approach as previously social sciences mainly relied on scientific methods in conducting studies (Babchuk).

In qualitative study from theoretical sampling point of view as defined by Glaser and Strauss (1967) Ezzy says the sample may not be initially clear but with data collection and analysis while the research is still going on it will emerge during the process (Cohen, Manion, Morrison, 2007, p. 177). Briefly, I will discuss some of the common samples used in qualitative enquiry.

Snowball sampling is being used when a researcher does not have a specific sample of participants but requires to recruit more individuals in order to complete the study (Cohen, Manion, Morrison, 2007). In this case, the researcher may ask the first informant for further contacts to other people who fall under the research criteria and this action is being repeated until the necessary number of samples has been collected (Cohen, Manion, Morrison, 2007).

Similar to snow ball sampling, is volunteer sampling, where people are recruited on their voluntary basis who might involve their friends, acquaintances or colleagues to participate in the study (Cohen, Manion, Morrison, 2007). The problem with this is, that the participants may have their own agenda why they part in this and may not actually meet the essential conditions to enable to reach to the desired conclusions by the researcher (Cohen, Manion, Morrison, 2007).

The final type of sampling that will be covered in this overview, is theoretical sampling that is used quite often in grounded theory (Cohen, Manion, Morrison, 2007).. Here, the researcher is more concerned about what each participant can bring to the research and how their contributions can help to develop a grounded theory (Miles and Huberman in Cohen, Manion, Morrison, 2007, p. 176). *“Glaser and Strauss (1967) write that....” it “is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes his [...] data and decides what data to collect next and where to find them, in order to develop his theory as it*

emerges (Cohen, Manion, Morrison, 2007, p. 116).

About my research and its methodology

Qualitative research is dependent on the interpretive position of the researcher and it provides a pervasive perspective into the topic of the project (Creswell, 2007, p. 24). Lanson- Billings and Donnor (2005) say in Creswell (2007, p. 24) that participants in these type of research come from groups which are either underrepresented or marginalized, and these could cover either one or more of the following factors- "gender, race, class, religion, sexuality, and geography" (Creswell, 2007). The research is concerned about specific topics and situations that either exclude or disadvantage individuals or groups of people (Creswell, 2007).

In the case of my research, I will be investigating an underrepresented group based on two factors- race and geography (Creswell, 2007). The project will be focused on a minority ethnic group of students of Vietnamese origin in the Czech Republic, who are either born here or have come to live in the Czech Republic when they were little. It is a possibility that their level of Czech is higher and it could be possible that it is also their preferred language based on other research conducted in the United States that demonstrated that English had become the preferred language of immigrant children (Cho, 2008). The purpose of focusing on them in the context of this country is to explore their educational experiences in schools and how this has impacted their life in the country and their language acquisition. This can prove to show positive inclusion or exlution of Vietnamese within education and it could possibly mark a need for changes (Creswell, 2007).

As already mentioned previously, I will be doing a qualitative research using grounded theory about young Vietnamese in the Czech Republic. The focus group is people between the ages of 16 and 26 and from there I will draw my sample.

As a young researcher, I am interested in using the tight design and theoretical approach that grounded theory research methodology offers (Cohen, Manion, Morrison, 2007, p. 172). This involves strict measurements, preplanned research questions and a specific target group for sampling (Cohen, Manion, Morrison, 2007, pp. 116-117, 172) .

The research will be made up of multi-method approach to allow possible triangulation (Cohen, Manion, Morrison, 2007, p.133, 141). It consist of pre-interview questionnaires and interviews with follow up clarifying questions to the participants.

I have identified my sample group based on purposeful sampling (Cohen, Manion, Morrison, 2007, pp. 114-115) and therefore all the participants need to have four main criterias- be from Vietnamese origin, live in the Czech Republic, be between the ages of 16 and 26 and are currently studying or have studied in the Czech Republic. In order to access these individuals, I will be depending on snowball and voluntary sampling (Cohen, Manion, Morrison, 2007, p. 55, 116). As part of my pre-research, I have made links with Vietnamese students, who also know other Vietnamese in the country, these contacts will enable me to reach to other individuals who meet my criteria.

Online questionnaires will be used to conduct pre-interview research, to create a profile of the participants and it will allow me to formulate specific questions for the final interview. Belson (1986) says questionnaires will affect the research in two ways, firstly I would be depending on returned forms, accurassy, honesty and whether the answers are correct (Cohen, Manion, Morrison, 2007, p. 157). There is also a possibility that I will not get back enough forms or the answers are insufficient, therefore Belson advises to also conduct interviews to compensate for that and this increases the validity of the research (Cohen, Manion, Morrison, 2007, p. 156).

Grounded theory based on the definitions of Glaser and Strauss (Cohen, Manion, Morrison, 2007) will be used to conduct the study, collect data and for analysis. It means that I will be processing the information throughout the study from the first response from participants to final contacts with the individuals. Firstly, I would be using questionnaires to collect initial data, it is expected to get at least four respondents, and from grounded theory perspective, all the responses need to be put together and compared with each other to see in what ways the answers are the same or similar (Cohen, Manion, Morrison, 2007). This is a process to ground the theory as it seeks to find answers to “specific, pretermind themes” of Vietnamese students in the context of learning

Czech and their educational experiences in the Czech Republic (Cohen, Manion, Morrison, 2007, p. 405).

Once the questionnaires have come back to me, I would analyse and categorize them, compare the information and generate further questions to find more proof to the initial grounded theory from the data collected and conduct follow up interviews to strengthen the basis for the final theory (Cohen, Manion, Morrison, 2007, p. 157). Choosing to do this is based on Belson's advice in order to secure the research in case there are not enough respondents to the questionnaires (Cohen, Manion, Morrison, 2007, p. 157). In the end, all the evidence will be constantly compared against each other to look for remaining emerging theory and clear coherent understanding of the situation (Cohen, Manion, Morrison, 2007).

Although grounded theory seems promising in doing this research, I will have to keep in mind that I have time constraints to complete the study in terms of conducting the actual research, getting required number of participants and how much data I can realistically analyse before the marked deadline. These are affected by the nature of grounded theory as it is unknown how many responses will guarantee one stable theory that will remain unchangeable and this may take a long time until it is possible to reach to clear conclusions (Cohen, Manion, Morrison, 2007).

The methodology in my research also follows the intuitive qualitative analysis- which means that the material will be studied carefully, which may generate more questions of the field and ultimately this should lead to generalization (Cohen, Manion, Morrison, 2007, p. 17). I would be using the information gathered to create a picture, to ground a theory.

Reliability and validity

Golafshani, in his article in *The Qualitative Report* (Vol. 8, No. 2) says that reliability is very important when conducting a study. This, according to him, can be maintained only if the results of the research can be repeated in future studies using the same design or a very similar design.

Pilot study is another option to check the accuracy of the research design. Before starting the actual study, I will test my questionnaire with one student. The pilot study allows me to make

relevant changes to the final set of questionnaires, it enables to establish reliability and therefore the instrument can be corrected to fit the aims of the research (Golafshani, 2003).

The target group of my research is Vietnamese students and as I do not come from a Vietnamese background, I need to be mindful of cultural validity and my role as a researcher (Cohen, Manion, Morrison, 2007, p. 139). It covers “degree of sensitivity to the participants, cultures and circumstances being studied” (Cohen Manion, Morrison, 2007, p. 139).

Winter points out that in research validity there is a historical aspect to it, as previously it was viewed that a particular instrument had to solely produce measurable results but now it has started to change (Cohen, Manion, Morrison, 2007, p. 133). This statement is also supported by Cohen, Manion and Morrison (2007, p. 141) as social sciences and in qualitative studies practitioners have widely used a single method for research. In qualitative research data validity might be achieved in current times *“through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher* (Winter in Cohen, Manion, Morrison, 2007, p. 133).

Reflexivity of the researcher enables to be aware of thought process when it comes to “selectivity, perception, background and inductive processes and paradigms” that “shape the research” (Cohen, Manion, Morrison, 2007, p.172). McCormic and James (1988) offer a solution to fight reactivity by monitoring carefully and constantly interactions with the subjects, own behaviour, roles, biases and anything else that might influence the research (in Cohen, Manion, Morrison, 2007).

There is a dilemma whether a qualitative researcher can remain entirely objective, as Patton (Golafshani, 2003) points out, the researcher in fact becomes the instrument and this may affect the credibility of the research I will be conducting. In that sense, reliability and validity become one and need to be looked at together (Golafshani, 2003).

Ethical considerations, informed consent, cultural sensitivity

“Ethical considerations pervade the whole process of research” (Cohen, Manion, Morrison, 2007, p. 57) and pre- research pilot study in addition contributes to this as it tests the suitability and appropriateness (Cohen, Manion, Morrison, 2007, p. 58). These things need to be kept in mind throughout the research from planning, collecting the data, communication with the participants,

analysing the information to presenting the final work, and following ethical standards (Cohen, Manion, Morrison, 2007, p. 57; Creswell, 2007).

Creswell (2007) points out that the reason for ethical consideration is that all the procedures within qualitative study are affected by interpretive stance. Respecting the people that are being researched and the site where it takes place is a key to avoid marginalization of the participants (Creswell, 2007). This is connected to the nature of qualitative study, and how it is used to interpret information and examine underrepresented groups and specific situations they are in (Golafshani, 2003; Creswell, 2007; Reeves, 1996).

Such things like the topic, design and guaranteed confidentiality are all part of ethical aspects that need to be taken into account (Cohen, Manion, Morrison, 2007, pp. 57-58). In my research I will guarantee confidentiality of the participants by keeping personal information of their name, home address, name of the school and other information that could identify them secret. All the students who agree to participate in my study, will have full details of the aims of the study, how I would be using their answers, confidentiality and an option for them to request a copy of the information they have provided and the final dissertation to read.

As part of the ethical aspect of the research, individual differences of the students within the study should be taken into account, rather than putting all participants under umbrella terms and creating categories of people (Creswell, 2007, p. 24). In my project, I will only recruit individuals from one ethnic group and because of that all of these people will be equal and every answer they say will be included and considered the same way (Creswell, 2007).

In doing this, I will have to be aware of my subjectivity as a researcher and how I approach my work and acknowledge that the true owners of the information collected are the participants or our co-construction of the account (Cohen, Manion, Morrison, 2007; Creswell, 2007).

Example research with my chosen methods

For my research design, I have chosen an example of Ph. D. Grace Cho, qualitative study of Korean Americans, which was published in *the International Journal of Second Language*

Teaching, fall 2008, Volume 4, Number 2 (p. 4-11). The title of her work is: "*Bridging the Cultural Divide: Korean Americans Visit their Heritage Homeland*". The difference with my work is that I will be focusing on Czech Vietnamese and their life and education within the Czech Republic and will not look at their relationship with the heritage homeland.

Cho, in her research used her contacts with the community and to recruit participants snowball sampling was used (Cho, 2008). I will be doing the same as I have limited access to the local Vietnamese people and by using this type of sampling, each student can help with recruiting further participants. Grounded theory was used to conduct the research and volunteer sampling in the Korean American study (Cohen, Manion, Morrison, 2007, p. 116; Cho, 2008, p. 6). The author mentions that the data was analyzed according to the steps that Strauss and Corbin (1990) had designed and Cohen, Manion, Morrison classify it as grounded theory (Cohen, Manion, Morrison, 2007, p. 116): "Strauss and Corbin (1994: 273) remark: 'grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed' (Cohen, Manion, Morrison, 2007, p. 431).

Limitations of the study

When planning a research, it is important to consider how to get access to the target group as it may cause difficulties (Cohen, Manion, Morrison, 2007). The reason why it can be difficult to access to the target group is 'gatekeepers', people who guard and "control researchers' access to those whom they really want to target" (Cohen, Manion, Morrison, 2007). In my project, possible gatekeepers could be teachers, parents and friends of the students I want to research as I have chosen to focus on young people who could be 18 and younger and still in education.

Sampling could also be limited in my research, as I am relying on volunteer and snowball sampling. The nature of my research, is grounded theory and therefore I need sufficient number of participants that can support the grounded theory of the data collected as I would have to continue the research until the theory remains unchanged during the whole process (Cohen, Manion, Morrison, 2007; Creswell, 2007, p. 42). This may cause not having enough respondents to my questionnaires and it may be difficult to use the information I have gathered. Second problem that I may face with my study, is that I have planned to leave the interview optional for

participants and therefore I may need to collect evidence in a different way, for example, use email to ask further questions or re-arrange the interview and use Skype or telephone instead. I would ultimately rely on the participants co-operation and availability and I would have to trust them with providing accurate answers and sufficient information to create grounded theory.

Data analysis and discussion

How the research was conducted

My research design was based on qualitative grounded theory, which meant that information was constantly analyzed, compared against each other to look for emerging theory that stays the same within the whole research phase (Cohen, Manion, Morrison, 2007; Creswell, 2007). It involved an online questionnaire and a follow up interview. Data collection and analysis was conducted in the following order:

Pre-research phase

1) Questionnaire was designed, the original version was in English and it was translated into Czech to allow students to fully understand the text.

Choosing to translate the questionnaire into Czech only and not into Vietnamese was done based on the presumption that the participants are 2nd or 3rd generation of immigrants and therefore there was a possibility that their level of Czech was higher than the language of their parents. The idea to use Czech in this case, was because of previous research conducted about minority ethnic groups in America, and it was found that the preferred language was English among immigrant children (Cho, 2008).

2) Pilot study- Questionnaire was tested on one person, based on the answers the questionnaire was adapted to ensure that the participants of the research would give the required information to meet the aims of the study.

Pilot study as a tool, was recommended by Golafshani (2003) and also by Cohen, Manion and Morrison (2007) in order to ensure and test suitability and appropriateness and for research validity purposes. That proved to be useful, as after conducting the pilot study additional questions had to be added to the actual research and question 19 had to be swapped with question number 18 (Appendix A and B).

Research phase

- 1) Online questionnaire- Online questionnaire both in English and in Czech was administrated to contact persons in the Vietnamese community in the Czech Republic. The persons were also asked to identify any further contacts that meet the criteria of my research aims: individuals who are Vietnamese origin, are between the age of 16 and 26 and have studied in the Czech Republic.
- 2) Analysis of the questionnaire- Four individuals completed the online questionnaire and all of them chose to do it in Czech rather than in English. The results were put in a table and translated into English, then they were analysed to see if there were any common answers, resurfacing themes and further questions were developed based on each persons' answers. The additional questions that raised were to understand the topic more deeply and participants' individual experiences.
- 2) Interview- Questions that emerged as part of the analysis of the questionnaires were formulated into an interview. Two participants out of four agreed to have a face to face interview and one agreed to do an online interview via email.
- 3) Transcription- The interviews were transcribed, two of the interviews were in Czech and they were translated into English and one interview was conducted in English. Notes and recordings of the interviews were used to have accurate transcriptions.
- 4) Analysis of the interviews- The participants received a written copy of their interview and they were asked to read it, comment it and make any changes to what they have said if they thought it is important. Interviews then were analysed, compared with each other and with initial answers given in questionnaires and further clarifying questions were asked from the individuals.
- 5) Formation of the final results and creation of grounded theory- All the data that was collected during the research was put together, interview answers were interlinked with answers from the questionnaires and then compared with each other. Then they were compared with the literature in the Introduction and Literature Review of this Master's research paper.

Timeframe of the research

Time	Activity
August and September 2014	Recruitment of participants through personal contacts within the Czech Republic.
September 2014	Translation of the questionnaire into Czech with a help of a translator.
September 2014	Testing the questionnaire, making changes and finalizing the questionnaire.
15th September to 1st October 2014	Online questionnaire, four participants completed the questionnaire.
1st of October to 3rd October	Translation of responses to the questionnaires, analysis and comparison of answers of each participant.
3rd October 2014	Formating research questions for follow up interviews, translation of interview questions by a translator.
30th September to 22nd October 2014	Setting up interviews with participants, conducting interviews with three of the participants out of four.
22nd October to 15th November 2014	Transcribing interviews from audio and from written notes, contacting participants to verify and approve transcriptions, translate two interviews that were in Czech into English, analyse collected data and create final grounded theory.

Tabel of general information about participants

	Sex	Age	Cultural identity, preferred name, country of birth	Preferred language	Level of Czech	Level of Vietnamese	Additional language lessons
Person 1	F	17	Czech, Czech Republic	Czech	Fluent, very good	Fluent, very good	No
Person 2	F	17	Czech, Czech Republic	Czech	Fluent, very good	Spoken- intermediate, written- low	No
Person 3	M	18	Czech, Czech Republic	Czech	Spoken- Fluent, written- intermediate	Spoken- intermediate, written- low	Yes
Person 4	M	19	Vietnamese, Vietnam	Czech	Fluent, very good	Spoken- intermediate, written- low	Yes

Appendix C and D

Profiles of each participant

Person 1:

Is fluent both in spoken and written Czech and Vietnamese based on self assessment, and enjoys learning foreign languages (Appendix C and D). She started learning Czech when she was 3 years old with an aunt and also in kindergarten (Appendix E). Started going to school at the age of 6 (Appendix C, D and E). In school there were no problems with the language (Appendix E). At the start of schooling her level of Czech was intermediate (Appendix C and D). She uses Vietnamese with parents but with her siblings she uses Czech and Czech is also her preferred language (Appendix C and D). She identifies herself with the Czech culture (Appendix C and D).

Person 2:

Is fluent both in spoken and written Czech but her level of spoken Vietnamese is intermediate and her written skills are low based on self assessment (Appendix C and D). She does not enjoy learning languages (Appendix C and D). Her level of Czech was intermediate when she started schooling at the age of 6 (Appendix C and D). She uses Vietnamese with her parents but with her older brother she uses Czech and Czech is also her preferred language (Appendix C, D, F, G). She identifies herself with the Czech culture (Appendix C and D).

Person 3:

He is fluent in spoken Czech but his written skills are intermediate based on self assessment (Appendix C and D). When he started school at the age of 5 his level of Czech was intermediate based on his self assessment (Appendix C and D), he did receive additional language tutoring but he felt it was not helpful (Appendix C and D). His preferred language is Czech, he uses Vietnamese when he talks to his siblings and also Vietnamese with his parents (Appendix C and D). He identifies himself with the Czech culture (Appendix C and D).

Person 4:

He is fluent both in spoken and written Czech, his spoken Vietnamese is intermediate and written Vietnamese is low based on his self assessment (Appendix C and D). At the age of 4 he started learning Czech through interaction with Czech friends (Appendix H and I). He went to school at the age of 7 and his level of Czech at that time was low based on self assessment (Appendix C and D). He does not enjoy learning Czech in school as it is difficult for him and there are many word terms (Appendix C and D). In general he does not enjoy school, he has experienced how both staff and students have made fun of his Czech pronunciation (Appendix C and D). He has additional Czech language lessons 6 to 8 hours a week and he thinks they are helpful (Appendix C, D and H). With his siblings he uses both Czech and Vietnamese and with his parents he speaks Vietnamese (Appendix C and D). Culturally he identifies himself as Vietnamese and his preferred language is Czech (Appendix C and D).

Findings of the research

The study of Vietnamese students in the Czech Republic comprised of four participants who were between the ages of 17 and 19 at that time of the research (Appendix C, D, E,F, G,H and I). Two of the participants were 17, one was 18 and one was 19 (Appendix C, D, E,F, G,H and I). The original plan was to involve students between the ages of 16 and 26 to allow more individuals to take part in case if it was difficult to recruit persons below 18 years of age but this proved not to be the case.

All four participants completed the first part of the study and filled in an online questionnaire, two of the participants who were 17 years old young ladies agreed to do a face to face interview, the 18 year old young man refused to do an interview and the last, 19 year old young man agreed to do an email interview (Appendix C, D, E, F, G,H and I). Much of the findings that I will discuss here are based on the three people that completed the questionnaire and participated in a follow up interview (Appendix C, D, E,F, G,H and I).

The Education Act and language support for minority ethnic students: example of Vietnamese students

The Czech Education Act: Pre-school, Basic, Secondary, Tertiary Professional and Other Education with 2005 amendment includes all support in education for students who are Czech Citizens, Citizens of European Union and who are passport holders of other countries outside of Europe (Education Act, Inkluzivní škola). In section 20 of Act No. 561 (2004) it describes the standardized language support for speakers of other languages. Point a) says such students “*can attend free preparation for their inclusion to basic education including learning the Czech language adapted to the needs of such pupil*”

Two participants out of four said that they received additional Czech language classes and one of them is still attending these lessons (Appendix C, D, H and I). According to person number four in questionnaires (Appendix C and D), 19 year old young man, these take place in his school

(Appendix H and I) and these are approximately 6 to 8 hours a week (Appendix C and D).

The young man indicated in the questionnaire (Appendix C and D) that learning Czech was difficult for him and he also said it *“was very challenging and I did not understand everything”* (Appendix H and I), another reason he mentioned was that the Czech language has many word terms (Appendix C and D). He further commented that these lessons helped him to speak and write Czech better (Appendix C and D). In the interview he explained how the additional Czech lessons enabled him to improve his language skills: *“I understood it more and was able to avoid making mistakes”* (Appendix H and I).

In this student's case his level of Czech has improved remarkably as at the beginning of his education at the age of 7 his level of Czech was low and now he is fluent in that language (Appendix C and D).

The second student who indicated that he has received additional Czech language lessons and found them not helpful in improving his Czech (Appendix C and D). He considers himself to be fluent in Czech with intermediate writing skills (Appendix C and D). It is difficult to speculate why these additional lessons were not helpful in developing the language as it was not possible to ask further questions.

On top of the standardized Czech language classes certain students with very low level of Czech can be considered to have special educational needs (SEN) or socially disadvantaged and can therefore receive special educational support the same way as students with disabilities (Inkluzivni škola).

Under the ammendment of Decree 147/2011 Sb. the school provides the following measures in order to support these students:

- *“the use of teachers, or special pedagogical methods and procedures that meet the educational needs of students*

- *provision of individual support in teaching and preparation for teaching*
- *use of advisory services schools and school guidance facilities*
- *individual education plan*
- *service teacher assistant” (Inkluzivni škola)*

All four participants stated that they did not receive any additional support in class in terms of having a Vietnamese speaking teaching assistant in normal lessons at school (Appendix C and D) nor were there any teachers who would use Vietnamese during lesson time (Appendix C and D). When commenting on the teaching in normal classes, one participant said that throughout her education everything was done the same way as with any other student: teachers used talking, reading in class and in kindergarten they used play to teach the children.

Furthermore, the other individuals’ experiences correspond with the previous statement (Appendix E, F, G, H and I). They have said that the teachers taught them the same way as they would teach all other Czech speaking students in a mainstream setting and there were only few instances where a teacher would offer more support (Appendix C, D, E, F, G, H and I).

One participant, a 17 year old young lady, who did not receive any additional Czech lessons said that she liked in school that “teachers who took into account that I was a foreigner” (Appendix C and D) and she liked teachers who offered help (Appendix C and D). To illustrate this, I asked her to give examples when she has experienced these things:

“For example, when I was in school, there was one old teacher who retired and offered me to help, with what I did not know and gave advice, it was at school” (Appendix F and G).

“For example, gave me more time for writing in basic school, gave a test in advance to study for it...” in biology class (Appendix F and G).

The examples the young lady gave could be viewed similarly to special educational methods under the Decree 147/2011 Sb. (Inkluzivni škola), where one of the points says: “The use of

teachers, or special pedagogical methods and procedures that meet the educational needs of students “. Although, it is important to note, that perhaps it was not the case in these situations but rather than teachers being sensitive to the needs of the student and empathy towards her (Medina Rivilla, Dominguez Garrado, Medina, 2010, pp. 27-28). The teachers in these instances recognised that they can do something different to the way they would normally teach and not simply have everything standardized for the whole class. They saw that these measures can enhance the learning of this person and help her to progress better in school.

Teaching in additional Czech language lessons

In this section, I will discuss briefly the findings of the third interview (Appendix H and I), which is based on the experience of a 19 year old young man.

According to him, Czech language lessons take place in his school in a form of additional classes and are between 6 to 8 hours a week (Appendix C, D, H and I). The teaching there is structured “just like in normal classes” (Appendix C, D, H and I) in a mainstream school setting (Appendix C, D, H and I).

Previous research in teaching a new language has demonstrated that bilingual teachers can teach the target language through the means of the first language (Harris, Ó Duibhir, 2011, no. 13). In the example of Irish students in Ireland (Harris, Ó Duibhir, 2011, no. 13), it showed that it is important to have specific lesson planning, ability to anticipate problems, objectives of the lesson and have additional resources such as dictionaries with key words in two languages (Harris, Ó Duibhir, 2011, no. 13). These allow the teacher to focus more on individual student's needs and be more effective in managing the class (Harris, Ó Duibhir, 2011, no. 13).

In the research of Vietnamese origin students in the Czech Republic based on the four participants, this did not happen during their lessons and was the opposite to the example given (Appendix C, D, E; F, G, H and I). The questionnaires (Appendix C and D) already showed that the teachers in these particular schools where the participants are studying only use Czech as a

way to communicate with them (Appendix C, D, E, F, G, H and I) and also all the teaching material is solely based on coursebooks (Appendix C, D, E, H and I). Although, standard teaching methods in Czech language classes were applied, it demonstrated that it can still be effective and enable learning of some students (Appendix C, D, H and I).

Conscious learning of the target language can be useful in acquiring a new language (Ponniah, Krashen, 2008, pp. 2-3). In order to use it as a tool the student needs to meet certain prerequisites: be focused on what is the correct way of saying and the form, and also be able to access already learned language rules (Ponniah, Krashen, 2008, pp. 2-3). The student who takes additional Czech lessons within his school and has found them helpful has said that teachers taught him (Appendix C, D, H and I) “how to properly pronounce words” (Appendix H and I) when he made a mistake. It also is connected with corrective feedback of the teacher, which allows to recognise the mistake and also correct it (Ammar 2008 in Harris, Ó Duibhir, 2011, no. 13). Another way conscious learning can be similarly achieved by writing (Ponniah, Krashen, 2008, pp. 2-3). The same student said when he did a written mistake he was asked to “... repeatedly write a new line correctly” (Appendix H and I).

In the same case study of students in Ireland who are learning Irish through mainstream Art and Science classes, as part of the lessons teachers used simple Irish to explain in class (Harris, Ó Duibhir, 2011, no. 13). This proved to be helpful and as students’ knowledge of Irish improved so the more the teachers would use that language throughout the whole lesson (Harris, Ó Duibhir, 2011, no. 13). Person number four in my research questionnaires and an interviewee number three has said that when teachers explained new vocabulary and grammar they “tried to explain clearly” (Appendix C, D, H and I). Therefore, it can be said that using simple language and clear explanations can support the learning of new language (Harris, Ó Duibhir, 2011, no. 13; Appendix H and I).

Student views on support for people from Vietnamese origin in mainstream classes in Czech schools

Students in the research had different opinions when it came to evaluating the necessity of

language support and assistance with learning the Czech language (Appendix C, D, E, F, G, H and I). It is useful to distinguish how the participants viewed their personal histories and how they would perceive the subject of language support from an outside angle of somebody who was not born in this country (Appendix C, D, E, F, G, H and I).

The students, who were born in the Czech Republic, answered that learning Czech was easy in school (Appendix C, D, E and F). One of the reasons they said it was easy was because they were born here, which was mentioned two times out of three Czech born participants (Appendix C, D, E, F and G). The same two young ladies stated that at school they did not experience any problems with learning in Czech and they already spoke it when they started going to school (Appendix C, D, E, F and G). These findings prove that what was found in previous researches in the United States among immigrant born children where the majority language of the country is also the language of these individuals (Cho, 2008; Appendix C, D, E, F and G).

On the other hand, when asked about their view points about having an extra teaching assistant in class for Vietnamese speaking students, they welcomed the idea (Appendix E, F, G, H and I). According to the Czech legislation such thing is possible as a special educational needs measure and it can be found in Decree 147/2011 Sb. (Inkluzivní škola) but none of the students had the opportunity to receive this kind of support (Appendix C and D).

Here are some of the things they said about the usefulness of a teaching assistant in mainstream classes:

Interviewee number 1: "Teaching Assistant would be better for those who were not born in the Czech Republic" (Appendix E).

Interviewee number 2: "If there is an assistant, it can be good because the assistant can help foreigners who do not know much Czech to learn and dedicate more time to them than a teacher" (Appendix F and G).

Interviewee number 3: "It really would be better for new students who have Vietnamese nationality. It would speed up the understanding and the rest" (Appendix H and I).

Cultural sensitivity, capability and language socialization theories

Native speakers of the language play a role in empowering people to learn their language and even affect cultural belonging, either to identify themselves with the speakers of the language or not (Cho, 2008).

Participant number four in questionnaires (Appendix C and D) said that he identifies himself as Vietnamese, he was born in Vietnam and when he entered into education in the Czech Republic his level of Czech was low. He has said that both staff and students in class made fun of his pronunciation and also he did not enjoy the school environment (Appendix C and D).

Similarly to him, another student experienced bullying by her classmates in her elementary school but it did not continue as she progressed in education (Appendix C and D). Different to the previous example, this did not affect her cultural belonging and she identifies herself as Czech and prefers to be called with her Czech name (Appendix C and D). Another difference that may have influenced her was that she found learning Czech easy as the previous student found it difficult, also she was born in this country (Appendix C, D, F and G).

Capability perspective, that analyses the situation of the “disablement” and how it may be different depending on the context, resources and the essential needs of that particular person and how they are met, can be applied to examining minority ethnic students’ experiences (Terzi, 2008). Person number two in questionnaires and also in interviews gave an example where a teacher showed “lack of interest” (Appendix C and D) in a situation where she was “disabled” as a result of not being able to follow the lesson (Appendix, C, D, F and G; Terzi, 2008):

“For example, when I did not understand and needed an explanation but the teacher told me that I will study that alone.” (Appendix F and G).

In that case, her need was to get further clarification in order to complete the task but instead she was made to work alone and was neglected by the person who was meant to help her- the

classroom teacher (Appendix F and G).

What makes a good and a bad teacher from students' perspective?

Research has shown that effective teachers make rapid and complex decisions all the time in class and that these decisions are guided with strategic view of desired learning outcomes (Michell in Harris, Harris, Ó Duibhirarris, Ó Duibhir 2011, no. 13, p. 70).

Part of having guided decisions, is also for the teacher to be able to make continuous assessments of each student, their knowledge, skills and take into account their interests (Michell in Harris, Harris, Ó Duibhirarris, Ó Duibhir 2011, no. 13, p. 70).

A study in Turkey showed that effective language teachers value students' interests and are creative when planning lessons (Harris, Ó Duibhir, 2011, no. 13). When asked from a student whether he had the opportunity to express his ideas for what topics to learn in additional Czech language classes, he said there was no such possibility in school (Appendix H and I).

My research found that a good teacher is somebody who has empathy (Appendix C and D) and this was also highlighted in Dominguez's (2006) research about being interculturally educated (Medina Rivilla, Dominguez Garrado, Medina, 2010), offers help, communicates with students and is able to listen (Appendix C, D and E). A student said that: "When some student doesn't understand something...." The teacher "just listens to the student, what he wants and needs to understand...." The teacher "just try and say it again so he can understand it" (Appendix E). Another student said that a teacher offered help, she explained the topic and gave advice so that she could understand the subject (Appendix F and G).

The examples of teachers being willing to listen (Appendix C, D, E) and offer help (Appendix C, D, F and G) validate what research has found about effective teaching and is required from a teacher in today's context (Harris, Ó Duibhir, 2011, no. 13; Buli-Holmberg, 2010, p. 157; Skjørten, 2010). It is to ensure education for students who are from different cultures, speak

another language and have various levels of abilities (Buli-Holmberg, 2010, p. 157). In the examples given, teachers demonstrated interest in students, what are their individual skills and knowledge and addressed the needs accordingly (Appendix C, D, E, F and G; Buli-Holmberg, 2010, p. 157, Skjærten, 2010; Harris, Ó Duibhir, 2011, no. 13).

Classroom management and inability to listen were mentioned by one of the students (Appendix C, D and E). She further described how these things can occur in a school context and what she has experienced:

“I think, there were lots of teachers who didn’t listen, like you know when students are too loud and doesn’t pay attention to the teacher and the teacher just gets angry and he just...doesn’t say anything anymore. Like when some students who really listen to him just ask him to say something, repeat and the teacher would ignore that and not say anything.” (Appendix E).

Inability to listen, was also interlinked together with teachers not being accessible for students (Appendix C, D and E). In the examples given teachers would get angry and stop communicating with the class if part of the class was misbehaving and that hindered other students to study and participate in the whole lesson (Appendix C, D and E).

Other ways for learning a language: language immersion and socialization

Research in Spain about school based immersion students showed that the students on those course had higher level of “verbal and non-verbal communication skills, cognitive skills and divergent thinking”(Vesterbacka, 1991a, p. 24 in Seikkula-Leino, 2007). The abilities of these students were compared to normal class students who learned the foreign language in a classical way (Vesterbacka, 1991a, p. 24 in Seikkula-Leino, 2007).

Three Vietnamese students who I interviewed did not have any Czech language immersion classes or dual language programs (Paradis, Genesee, Crago, Leonard, 2010; Seikkula-Leino, 2007) where the teaching would be in partly in Vietnamese and in Czech in school (Appendix C, D, E, F, G, H and I). Instead, everything was taught in Czech and therefore they experienced full

language immersion (Paradis, Genesee, Crago, Leonard, 2010; Seikkula-Leino, 2007). They also learned Czech through language socialization outside of school with interacting with native speakers and that also contributed to the language learning (Appendix E, F, G, H and I; Ochs, 2000). Their initial Czech language learning did not necessarily take place in a school setting but in some cases it involved only people from social circles and family (Appendix E, F, G, H and I):

- Student number one said that “I learned in kindergarten” (Appendix E) and “I had my aunt teach me” (Appendix E) at the age of three (Appendix E).
- The second student shared that she started learning Czech when she was 2 years old with a nanny (Appendix F and G). She also highlighted that learning Czech was easy in school because she “spoke Czech with friends, with older brother”, and her “brother taught” her Czech” (Appendix F and G).
- The last student said that “around the age of 4, I spent time together with Czech friends” (Appendix H and I).

Evaluation and conclusion

Overview

This research reflected on special and inclusive education within the Czech Republic, it looked at how this is interpreted within the government level and also how speakers of other languages are being supported by *the Pre-school, Basic, Secondary, Tertiary Professional and Other Education* (the Education Act 2004). It also examined how students of Vietnamese origin are being supported by the same law and what are their experiences within the Czech school system, what has helped them to learn the language and what has caused them difficulties in acquiring the language (Appendix C, D, E; F, G, H and I). It briefly touched inclusion and school accepts of the pupils (Appendix C, D, E, F, G, H and I). It found that in general the Vietnamese origin students were positively accepted by the teachers and fellow students when they tried to communicate in the Czech language but also it equally found areas of concern, such as bullying by fellow students in elementary school and teachers and students making fun of one student's pronunciation (Appendix C and D).

The results show that two students out of four who participated in my study have received additional Czech language lessons (Appendix C, D, H and I). These lessons are accessible to all students from all countries under the amendment of the Education Act in 2005 and are specified in Section 20 point 5. One of the students in the research said these lessons were beneficial for his language development and who is still attending these classes within his school (Appendix C, D, H and I) but another student found them not helpful (Appendix C and D).

Culturally, three students out of four identified themselves as Czech and also used Czech names to refer to themselves (Appendix C and D) and all four participants had Czech as a preferred language (Appendix C and D). This corresponds with Cho's findings (2008) of Korean Americans who were fluent in English and considered themselves more to be Americans and also by other research conducted in America about children of immigrant parents, where the preferred language had become English rather than their mother tongue (Cho, 2008).

Process and methodology of the study

The study leaned on personal contacts and their ability to recruit further participants for the study. That enabled to complete research and snow ball sampling was effective (Cohen, Manion, Morrison, 2007) as the target was to have data from minimum of four students. It did not prove to be fully successful as only three out of four were happy to both complete a questionnaire and participate in an interview (Appendix C, D, E, F, G, H and I). It was also difficult to get further clarifications after the last interview due to the nature of the interview, which was done via email (Appendix H and I). As a result it set restrictions to creating a grounded theory from the data gathered as there was very little information and the sample was not fully homogeneous (Cohen, Manion, Morrison, 2007; Creswell, 2007). In order to formulate grounded theory it is important to have data that does not change through the process of constant analysis and comparison (Cohen, Manion, Morrison, 2007, Creswell, 2007). Despite it all, it was possible to get interesting replies and also information that may be beneficial to multicultural and multilingual countries.

The whole research and analysing the data consisted of many processes: firstly the questionnaire was translated from English to Czech and it was followed by a pilot study of the questionnaire to analyse its usefulness and make improvements to the questions. Thirdly, it involved recruiting participants for the actual study and to fill in the questionnaires. Once the questionnaires were returned, the information was analysed and follow up questions were devised and the final part was conducting the interviews. When the interviews were completed, they were analysed using notes taken during the interview and audio recordings, together with that written forms of the interviews were sent to participants for approval. After the approval, interviews were translated into English and further analysis was done to formulate the final grounded theory.

Recommendations

In class support in terms of a teaching assistant for Vietnamese speaking students was welcomed by three students who participated in interviews (Appendix E, F, G, H and I). All of them had the same opinion and agreed that teaching assistants are good to support students who are not born in the Czech Republic (Appendix E, F, G, H and I). Furthermore, teaching assistants can dedicate

more time to the students (Appendix F and G) and help them with language development and enable students to learn Czech quicker (Appendix H and I).

One student recommended to change the Education Act (Appendix H and I) as he did not enjoy his school experience in the Czech Republic (Appendix C and D). It is difficult to say what the person meant by that but perhaps there are areas that can be improved, such as:

- Cultural and linguistic awareness training for teachers (Appendix C, D, F, G, H and I; Medina Rivilla, Dominguez Garrado, Medina, 2010)

This is based on what the students said about their school experience, where one student experienced bullying by fellow students in elementary school and the second was being made fun of how he spoke Czech.

- Have special educational support more available for students of speakers of other languages

The research showed that students appreciate it when teachers offer help and notice their needs (Appendix C, D, F and G), also the ability to manage the classroom and being accessible for students (Appendix C, D and E), have empathy (Appendix C and D; (Medina Rivilla, Dominguez Garrado, Medina, 2010, p. 27) and being able to communicate with students (Appendix C and D).

Positive aspects of the research

The research was able to focus on a similar age group, the youngest participants were 17 years old and the oldest was 19 (Appendix C and D). Due to the age similarities, it was possible to make comparisons between the individuals, find similarities in terms of school experience, language acquisition and life experiences (Appendix C, D, E, F, G, H and I). On the other hand, it was also able to highlight differences between each person and raise further questions how Vietnamese speaking students are being supported in schools through additional Czech language lessons (Appendix C, D, H and I).

Limitations of the research, grounded theory and recommendations for future research

The research was a small scale research, which involved only four participants. The

questionnaires received four replies and three students agreed to participate in an interview (Appendix C, D, E, F, G, H and I). Although, one participant initially refused to have an interview (Appendix C and D) but later agreed to respond to interview questions via email (Appendix H and I). Information, that I gathered throughout the research was limited and some of it seemed irrelevant and was not used at all, and as a result it caused difficulty to generate grounded theory (Appendix C, D, E, F, G, H and I; Creswell, 2007; Cohen, Manion, Morrison, 2007; Babchuk) as it requires data that will show one common theory, that will remain unchanged in the process (Cohen, Manion, Morrison, 2007). Cohen, Manion and Morrison say that research needs to continue “until the theory remains unchanged or until the boundaries of the context of the study have been reached, until no modifications to the grounded theory are made” (2007, p. 116).

Qualitative researcher’s interpretive stance (Creswell, 2007) and the subjectivity of the study (Cohen, Manion, Morrison, 2007) may have also been limiting factors in this particular research. When conducting the interviews, it was difficult to maintain objectivity, be aware of my reflexivity and ask only pre-planned questions and in some cases (Appendix E), it involved asking extra questions and also leading questions (Creswell, 2007; Golafshani, 2003; Cohen, Manion, Morrison, 2007). This, from the research’s point of view is not beneficial and can create difficulty in data collection, interpreting the information, reliability and validity (Cohen, Manion, Morrison, 2007; Golafshani, 2003).

Not all data that was collected was used in creating grounded theory as some of it seemed irrelevant to my research (Appendix C and D). The information, that was not used was about student preference of school subjects and whether they had studied abroad or not (Appendix C and D). This unused data could be a topic for another research that would look more closely at students’ school experience and the relationship between language learning and school subjects.

For future studies, it would be good to have a bigger, more homogeneous sample group and have longer time to conduct the research. It is because my research was approximately six months long when counting the beginning, with writing the research plan and doing literature review of the

topic, collection and simultaneous analysis of the data and finally formulated into Master's dissertation. One of the aims was to have participants who have experienced special and inclusive education and are from Vietnamese origin and my research did not quite get this type of sample group. Only two students out of four had additional Czech lessons and they did not experience any special educational support within normal lessons as specified in the Decree 147/2011 Sb. Together with having a longer research period, it would be good to collect more information about Vietnamese speaking students who have had special educational support within the Czech Republic as a result of inability to study in the Czech language (Inkluzivni škola).

My research only involved investigating students' opinions and experiences and it lacked teacher perspective. Therefore, for future purposes it would be beneficial to conduct a similar and bigger scale research about teachers and teaching assistants in Czech schools and understand the topic through their eyes. It would be especially useful to learn more about how teaching takes place in Czech language classes that are in public schools (Inkluzivni škola; Appendix C, D, H and I).

In addition to investigating teachers' perspectives of this subject, it would be beneficial to examine more closely how funding affects the provision of support of minority ethnic students in the Czech Republic (Education Act, 2004, Section 14). It would be good to do a case study of schools who have and are still receiving funding from municipalities, regions and the Ministry of Education, Youth and Sport (Education Act, 2004). It would be interesting, as England who has provided support for students who qualify for support under English as an Additional Language provision since 1966 but in recent years, this support has been cut and it has been put together with Direct Schools Grant (NALDIC). This caused financial problems in allowing schools and Local Education Authorities to continue these services in England (NALDIC). Therefore, in the light of the situation in England, it would be helpful to conduct a study in the Czech Republic and examine the relationship between funding and the provision of language support services.

How my research is beneficial to my country

Estonia is a multiethnic country and in my opinion there is a need for greater inclusion of persons who are speakers of minority languages (Estonian Burrough of Statistics, 2014). 2011

Census showed that there are 902 547 citizens of the Republic of Estonia, 326 235 Russians living in the country, 64 038 other nationalities and 1635 of unknown origins (Estonian Burrough of Statistics, 2014). According to these statistics, approximately 30 per cent of the whole population have immigrant background, and therefore they may have linguistic needs and also need specialised support through inclusive education in order to be integrated to the society in Estonia.

The findings of my research can be applied to the current educational climate in Estonia, it can help to reflect on current legislation and practice and strengthen current special and inclusive education policies. It can be helpful to develop further the 2010 Primary, Middle School and Secondary School Act in terms in class support for speakers of other languages. Currently, in Estonia, the legislation does not specify the employment of a teaching assistant in mainstream classes for students who have language related special educational needs under the Primary, Middle School and Secondary School Act (2010) Part 4, Paragraph 46, point 1. My research has highlighted the usefulness of a teaching assistant for minority language speakers and therefore the same findings can be applied to Estonia (Appendix E, F, G, H and I).

In my work as an educator, it will enable me to focus more on the student perspective; take into account students' backgrounds and interest; be more aware of what is happening in classrooms and classroom dynamics; and push for full inclusion of students who have been left out as a result of speaking a different language.

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Appendices

Appendix A- Questionnaire (in English)

Questionnaire- Vietnamese students in the Czech Republic

This questionnaire is part of Erika Ginzburg's Erasmus Mundus Masters research in Special and Inclusive Education, Charles University. Completing the questionnaire will take approximately 30 minutes. There is also a short 15-30 minute follow up interview. The purpose of this research is to understand Vietnamese students' experience in Czech schools who are between 16 and 26 years old.

Your name and personal details will be kept confidential, only your age and gender will be published. If you wish, a copy of your answers or research results can be made available on request.

* Required

1. Do you agree to participate in this research? *

Yes

No

2. Email address: *3. Telephone number: *

4. Name: *

5. Preferred name: *

6. Sex: *

Female

Male

7. Age: *

8. Country of birth: *

Czech Republic

Vietnam

Other:

9. Preferred language: *

Czech

Vietnamese

Other:

10. Do you feel culturally: *

Czech

Vietnamese

Other:

11. What language do you speak with your parents? *

Czech

Vietnamese

Other:

12. Do you have any siblings? *

Yes

No

13. If you answered yes to the previous question, what language do you speak with your siblings?

Czech

Vietnamese

Other:

14. How do you rate your level of spoken Vietnamese *

speaking and listening

fluent

intermediate

low

Other:

15. How do you rate your level of written Vietnamese? *

reading and writing

very good

intermediate

low

Other:

16. How do you rate your level of spoken Czech? *

speaking and listening

fluent

intermediate

low

Other:

17. How do you rate your level of written Czech? *

reading and writing

very good

intermediate

low

Other:

18. In Czech Republic you went to....? *

nursery/kindergarten

primary school

middle school

high school

university

Other:

19. How old were you when you started your education in the Czech Republic? *

20. How do you rate your level of Czech when you first started your education in the Czech Republic? *

fluent

intermediate

low

did not speak Czech

21. Have you studied abroad? *

Yes

No

22. If you answered yes to the previous question, in which country and how long did you study abroad?

23. In school in the Czech Republic all the normal lessons were in what language? *

Czech

Other:

24. Was learning Czech in school: *

easy

difficult

25. Why was it easy or difficult?

26. How did teachers react to you when you were trying to speak Czech? *

Usually positively

Sometimes positively

Usually negatively

Any other comments:

27. How did other students react to you when you were trying to speak Czech? *

Usually positively

Sometimes positively

Usually negatively

Any other comments:

28. Did you get any extra language lessons outside of classroom? *

Yes

No

If yes, how many hours per week

If yes, did these lessons help you to speak and write Czech better?

Yes

No

29. Did teachers in normal classes use Vietnamese? *

Yes

No

If yes, how often?

Most of the lessons

Half of the lessons

Very little

30. Was there a teaching assistant in class who supported Vietnamese speakers in normal classes? *

Yes

No

If yes, how often?

Most of the lessons

Half of the lessons

Very little

31. What subjects did you like at school and why? *

32. What subject you did not like at school and why? *

33. What do you think makes a good teacher? *

34. What you think makes a bad teacher? *

35. What did you like about the school you studied in the Czech Republic? *

36. What did you not like about the school you studied in the Czech Republic? *

37. Are you available for an interview? *

Interview will take place in Prague

Yes

No

In what language do you want the interview to be?

English

Other:

Which day are you available for the interview?

Wednesday, 01.10.2014

Monday, 06.10.2014

Tuesday, 07.10.2014

Wednesday, 08.10.2014

Thursday, 09.10.2014

Friday, 10.10.2014

Other:

What time are you available for the interview?

10.00-11.00

11.00-12.00

12.00-13.00

13.00-14.00

14.00-15.00

15.00-16.00

16.00-17.00

17.00-18.00

Other:

Best way to contact you (email or telephone)? *

Appendix B- Questionnaire (Czech translation)

Dotazník- Vietnamští studenti v České republice

Tento dotazník je součástí výzkumu Eriky Ginzburg zapojené do magisterském programu Erasmus Mundus na Karlově univerzitě, obor Speciální a inkluzivní vzdělávání. Vyplnění tohoto dotazníku zabere přibližně 30 minut. Následuje rovněž krátký 15-30 minutový rozhovor. Výzkum si klade za cíl porozumět zkušenostem vietnamských studentů (ve věku 16 až 26 let) se studiem na českých školách.

Vaše jméno a osobní údaje budou uchovány jako důvěrné, zveřejněn bude pouze Váš věk a pohlaví. Pokud si přejete, můžete si vyžádat kopii Vašich odpovědí nebo výsledků výzkumu.

* Required

1. Souhlasíte s účastí v tomto výzkumu? *

Ano

Ne

2. Emailová adresa: *

3. Telefonní číslo: *

4. Jméno:

5. Preferované oslovení/přezdívka: *

6. Pohlaví: *

žena

muž

7. Věk: *

8. Země narození: *

Česká republika

Vietnam

Other:

9. Kulturně se cítíte být: *

Čech/Češka

Vietnamec/Vietnamka

Other:

10. Preferovaný jazyk: *

čeština

vietnamština

Other:

11. Jakým jazykem se bavíte s rodiči? *

čeština

vietnamština

Other:

12. Máte nějaké sourozence? *

Ano

Ne

13. Pokud ano, jakým jazykem se bavíte?

čeština

vietnamština

Other:

14. Jak byste hodnotil/a úroveň své mluvené vietnamštiny? *

mluvené a naslouchání

plynulá

středně pokročilá

nízká

Other:

15. Jak byste hodnotil/a úroveň své psané vietnamštiny? *

psané a čtení

velmi dobrá

středně pokročilá

nízká

Other:

16. Jak byste hodnotil/a úroveň své mluvené češtiny? *

mluvené a naslouchání

plynulá

středně pokročilá

nízká

Other:

17. Jak byste hodnotil/a úroveň své psané češtiny? *

psané a čtení

velmi dobrá

středně pokročilá

nízká

Other:

18. V České republice jsi chodil/a do... *

mateřská školka či jesle

ZŠ - 1. stupeň

ZŠ - 2. stupeň

střední škola

vysoká škola

Other:

19. Kolik let Vám bylo, když jste poprvé začal/a studovat v České republice? *

20. Jak byste hodnotil/a úroveň své češtiny, když jste poprvé nastupoval/a na školu v České republice? *

plynulá

středně pokročilá

nízká

nemluvil/a jsem česky

21. Studoval/a jsi v zahraničí? *

Ano

Ne

22. Pokud ano, v jaké zemi a na jak dlouho?

23. Ve škole v České republice byly všechny normální hodiny vyučovány v *

češtině

Other:

24. Učit se češtinu ve škole bylo: *

lehké

těžké

25. Proč bylo to lehké nebo těžké?

26. Jaká byla reakce učitelů, když jste se snažil/a mluvit česky? *

Obvykle pozitivní

Někdy pozitivní

Obvykle negativní

Další komentář:

27. Jaká byla reakce ostatních studentů, když jste se snažil/a mluvit česky? *

Obvykle pozitivní

Někdy pozitivní

Obvykle negativní

Další komentář:

28. Dostal/a jste nějaké hodiny jazyka navíc (mimo normální výuku)? *

Ano

Ne

Pokud ano, kolik hodin týdně?

Pomohly Vám ty hodiny mluvit a psát lépe česky?

Ano

Ne

29. Používali učitelé v normálních hodinách vietnamštinu? *

Ano

Ne

Pokud ano, jak často?

Po většinu hodin

Zhruba v polovině hodin

Velmi málo

30. Byl ve třídě přítomen asistent, který podporoval vietnamsky mluvící studenty v normálních hodinách? *

Ano

Ne

Pokud ano, jak často?

Po většinu hodin

Zhruba v polovině hodin

Velmi málo

31. Které předměty jste ve škole měl/a rád/a i proč? *

32. Které předměty jste ve škole rád/a neměl/a i proč? *

33. Co si myslíte, že dělá učitele dobrým učitelem? *

34. Co si myslíte, že dělá učitele špatným učitelem? *

35. Co se Vám líbilo na škole, kterou jste studoval/a v České republice? *

36. Co se Vám na škole, kterou jste studoval/a v České republice nelíbilo? *

37. Byl/a byste ochotna se zúčastnit rozhovoru? *

(rozhovor bude probíhat v Praze)

Ano

Ne

V jakém jazyce si přejete, aby rozhovor probíhal?

angličtina

Other:

Které dny můžete?

Čtreda, 01.10.2014

Ponděli, 06.10.2014

Úterí, 07.10.2014

Čtreda, 08.10.2014

Črtek, 09.10.2014

Pátek, 10.10.2014

Other:

Která denní doba Vám vyhovuje?

10.00-11.00

11.00-12.00

12.00-13.00

13.00-14.00

14.00-15.00

15.00-16.00

16.00-17.00

17.00-18.00

Other:

Nejlepší způsob, jak Vás kontaktovat je emailem nebo na tel. číslo? *

Appendix C- Questionnaire (answers in English)

Questionnaire- Vietnamese students in the Czech Republic

This questionnaire is part of Erika Ginzburg's Erasmus Mundus Masters research in Special and Inclusive Education, Charles University. Completing the questionnaire will take approximately 30 minutes. There is also a short 15-30 minute follow up interview. The purpose of this research is to understand Vietnamese students' experience in Czech schools who are between 16 and 26 years old.

Your name and personal details will be kept confidential, only your age and gender will be published. If you wish, a copy of your answers or research results can be made available on request.

* Required

			1	2	3	4
1	Do you agree to participate in this research? *	Yes No	*	*	*	*
2	Email address: *		confidential	confidential	confidential	confidential
3	Telephone number: *		confidential	confidential	confidential	confidential
4	Name: *		confidential	confidential	confidential	confidential
5	Preferred name: *		Czech	Czech	Czech	Vietnamese
6	Sex: *	Female	*	*		

		Male			*	*
7	Age: *		17	17	18	19
8	Country of birth: *	Czech Republic Vietnam Other:	* 	* 	* 	*
9	Do you feel culturally: *	Czech Vietnamese Other:	* 	* 	* 	*
10	Preferred language: *	Czech Vietnamese Other:	* 	* 	* 	*
11	What language do you speak with your parents? *	Czech Vietnamese Other:	* 	* 	* 	*
12	Do you have any siblings? *	Yes No	* 	* 	* 	*
13	If you answered yes to the previous question, what	Czech	*	*		

	language do you speak with your siblings?	Vietnamese Other:			*	
14 *	How do you rate your level of spoken Vietnamese speaking and listening	fluent intermediate low Other:	*		*	*
15 *	How do you rate your level of written Vietnamese? reading and writing	very good intermediate low Other:		*	*	*
16 *	How do you rate your level of spoken Czech? * speaking and listening	fluent intermediate low Other:	*	*	*	*
17 *	How do you rate your level of written Czech? * reading and writing	very good intermediate low Other:	*	*	*	*
18 *	In the Czech Republic you went to....? *	nursery/kin dergarten primary school middle school	*	*	*	*

		high school *	*	*	*	*
		university				
		Other:				
19	How old were you when you started your education in the Czech Republic? *		6	5	5	7
20	How do you rate your level of Czech when you first started your education in the Czech Republic? *	fluent				
		intermediate *	*	*	*	
		low				*
		did not speak Czech				
21	Have you studied abroad? *	Yes				
		No	*	*	*	*
22	If you answered yes to the previous question, in which country and how long did you study abroad?					
23	In school in the Czech Republic all the normal lessons were in what language? *	Czech	*	*	*	*
		Other:				
24	Was learning Czech in school: *	easy	*	*	*	
		difficult				*
25	Why was it easy or difficult?		I was born here			Czech has many terms

26	How did teachers react to you when you were trying to speak Czech? *	Usually positively Sometimes positively Usually negatively Any other comments:	*	*	*	*	laugh at bad pronunciation
27	How did other students react to you when you were trying to speak Czech? *	Usually positively Sometimes positively Usually negatively Any other comments:	*	*	*	*	the same example
28	Did you get any extra language lessons outside of classroom? * If yes, how many hours per week	Yes No	*	*	*	*	approx. 6-8h
30	If yes, did these lessons help you to speak and write Czech better?	Yes No			*	*	

31	Did teachers in normal classes use Vietnamese? *	Yes				
----	--	-----	--	--	--	--

		No	*	*	*	*
	If yes, how often?	Most of the lessons				
		Half of the lessons				
		Very little				
32	Was there a teaching assistant in class who supported Vietnamese speakers in normal classes? *	Yes				
		No	*	*	*	*
	If yes, how often?	Most of the lessons				
		Half of the lessons				
		Very little				
33	What subjects did you like at school and why? *		English I am interested in Foreign Languages	Mathematics I understood it that and my mom who does not know Czech	Art, I loved it	English Math and P.E. (I like them)
34	What subject you did not like at school and why? *		Mathematics	English and other Foreign	Citizenship and	Czech (I was never good at it)

				Languages that cause me problems	Social Sciences, which I did	
--	--	--	--	--	--	--

					not understand	
35	What do you think makes a good teacher? *		ability to listen	offer me help	empathy	Communica -te with students
36	What you think makes a bad teacher? *		the opposite, inability to listen	lack of interest	impatience	all positive things
37	What did you like about the school you studied in the Czech Republic? *		collective (group)	teachers who took into account that I was a foreigner	food	almost nothing
38	What did you not like about the school you studied in the Czech Republic? *		occasional access to teachers	classmates mocking me (in elementary school)	wardrobe	everything
39	Are you available for an interview? *	Yes	*	*		
	Interview will take place in Prague	No			*	*

40	In what language do you want the interview to be?	English	*	*		
		Other:				

41	Which day are you available for the interview?	Wed., 01.10.2014				
		Mon., 06.10.2014				
		Tues., 07.10.2014				
		Wed., 08.10.2014				
		Thur., 09.10.2014				
		Fri., 10.10.2014	*	*		
		Other:				
42	What time are you available for the interview?	10.00-11.00				
		11.00-12.00				
		12.00-13.00				
		13.00-14.00				
		14.00-15.00				
		15.00-16.00				
		16.00-17.00				
		17.00-18.00				
		Other:	*	*		
43	Best way to contact you (email or telephone)? *		by email	by telephone	by email	by email

Appendix D- Questionnaire (answers in Czech)

Dotazník- Vietnamští studenti v České republice

Tento dotazník je součástí výzkumu Eriky Ginzburg zapojené do magisterském programu Erasmus Mundus na Karlově univerzitě, obor Speciální a inkluzivní vzdělávání. Vyplnění tohoto dotazníku zabere přibližně 30 minut. Následuje rovněž krátký 15-30 minutový rozhovor. Výzkum si klade za cíl porozumět zkušenostem vietnamských studentů (ve věku 16 až 26 let) se studiem na českých školách.

Vaše jméno a osobní údaje budou uchovány jako důvěrné, zveřejněn bude pouze Váš věk a pohlaví. Pokud si přejete, můžete si vyžádat kopii Vašich odpovědí nebo výsledků výzkumu.

* Required

			1	2	3	4
1	Souhlasíte s účastí v tomto výzkumu? *	Ano Ne	*	*	*	*
2	Emailová adresa: *		důvěrný	důvěrný	důvěrný	důvěrný
3	Telefonní číslo: *		důvěrný	důvěrný	důvěrný	důvěrný
4	Jméno: *		důvěrný	důvěrný	důvěrný	důvěrný
5	Preferované oslovení/přezdívk: *		česky	česky	česky	vietnamsky
6	Pohlaví: *	žena	*	*		

		muž			*	*
7	Věk: *		17	17	18	19
8	Země narození: *	Česká republika Vietnam Other:	*	*	*	*
9	Kulturně se cítíte být: *	Čech/Češka Vietnamec/ Vietnamka Other:	*	*	*	*
10	Preferovaný jazyk: *	čeština vietnamština Other:	*	*	*	*
11	Jakým jazykem se bavíte s rodiči? *	čeština vietnamština Other:	*	*	*	*
12	Máte nějaké sourozence? *	Ano Ne	*	*	*	*
13	Pokud ano, jakým jazykem se bavíte?	čeština vietnamština Other:	*	*	*	obouma

14	Jak byste hodnotil/a úroveň své mluvené vietnamštiny? *	plynulá středně pokročilá nízká Other:	*	*	*	*
15	Jak byste hodnotil/a úroveň své psané vietnamštiny? *	velmi dobrá středně pokročilá nízká Other:	*	*	*	*
16	Jak byste hodnotil/a úroveň své mluvené češtiny? *	plynulá středně pokročilá nízká Other:	*	*	*	*
17	Jak byste hodnotil/a úroveň své psané češtiny? *	velmi dobrá středně pokročilá nízká Other:	*	*	*	*
18	V České republice jsi chodil/a do... *	materšská školka či jesle ZŠ - 1. stupeň ZŠ - 2. stupeň	*	*	*	*

		střední škola	*	*	*	*
		vysoká škola				
		Other:				
19	Kolik let Vám bylo, když jste poprvé začal/a studovat v České republice? *		6	5	5	7
20	Jak byste hodnotil/a úroveň své češtiny, když jste poprvé nastupoval/a na školu v České republice? *	plynulá				
		středně pokročilá	*	*	*	
		nízká				*
		nemluvil/a jsem česky				
21	Studoval/a jsi v zahraničí? *	Ano				
		Ne	*	*	*	*
22	Pokud ano, v jaké zemi a na jak dlouho?					
23	Ve škole v České republice byly všechny normální hodiny vyučovány v *	češtině	*	*	*	*
		Other:				
24	Učit se češtinu ve škole bylo: *	lehké	*	*	*	
		těžké				*
25	Proč bylo to lehké nebo těžké?		Protože jsem se tu			čeština má moc

		narodila			termínu
26	Jaká byla reakce učitelů, když jste se snažil/a mluvit česky? *	Obvykle pozitivní Někdy pozitivní Obvykle negativní	*	*	*
	Další komentář:				sem tam se zasmáli při špatné výslovnosti
27	Jaká byla reakce ostatních studentů, když jste se snažil/a mluvit česky? *	Obvykle pozitivní Někdy pozitivní Obvykle negativní	*	*	*
	Další komentář:				stejný případ
28	Dostal/a jste nějaké hodiny jazyka navíc (mimo normální výuku)? *	Ano Ne	*	*	*
	Pokud ano, kolik hodin týdně?				cca. 6-8h
30	Pomohly Vám ty hodiny mluvit a psát lépe česky?	Ano			

		Ne				
31	Používali učitelé v normálních hodinách vietnamštinu? *	Ano Ne Pokud ano, jak často? Po většinu hodin Zhruba v polovině hodin Velmi málo				
32	Byl ve třídě přítomen asistent, který podporoval vietnamsky mluvící studenty v normálních hodinách? *	Ano Ne Pokud ano, jak často? Po většinu hodin Zhruba v polovině hodin Velmi málo	*	*	*	*
33	Které předměty jste ve škole měl/a rád/a i proč? *		Angličtina zajímám se o cizí jazyky	Matematika, rozuměla tomu i moje matka, která neumí cz	vytvárna vychova bavilo me to	Angličtina, Matematika a tělocvik (baví mě to)
34	Které předměty jste ve škole rád/a neměl/a			anglický	občanská	český jazyk

			jazyk,		
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	i proč? *		Matematika	co se tyce dalsich cizich jazyku, tak mi delaji problemy	výchova a zsv a zsv nechapu tomu	(nikdy mi nešla dobře)
35	Co si myslíte, že dělá učitele dobrým učitelem? *		Umět naslouchat	ochota mu pomoci	empathie	komunikovat se studenty
37	Co si myslíte, že dělá učitele špatným učitelem? *		to naopak, neumět naslouchat	nezájem o studenta	netrpelivost	veškeré pozitivní věci
38	Co se Vám líbilo na škole, kterou jste studoval/a v České republice? *		Kolektiv	profesori, kteří brali ohledy na to, ze jsem cizinka	obedy	skoro nic
38	Co se Vám na škole, kterou jste studoval/a v České republice nelíbilo? *		Občas přístup učitelů	posměšky od spoluzaku	satny	všechno

			(na zakladni skole)		
39	Byl/a byste ochotna se zúčastnit rozhovoru? * (rozhovor bude probíhat v Praze)	Ano Ne	*	*	*
40	V jakém jazyce si přejete, aby rozhovor probíhal?	angličtina Other:	*	*	
41	Které dny můžete?	Čtreda, 01.10.2014 Ponděli, 06.10.2014 Úteri, 07.10.2014 Čtreda, 08.10.2014 Črtek, 09.10.2014 Pátek, 10.10.2014 Other:	*	*	
42	Která denní doba Vám vyhovuje?	10.00-11.00 11.00-12.00 12.00-13.00 13.00-14.00 14.00-15.00 15.00-16.00 16.00-17.00 17.00-18.00			

	Other:	*	*		
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43	Nejlepší způsob, jak Vás kontaktovat je email nebo na tel. číslo? *		email	tel. číslo	email	email
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Appendix E- Interview 1

Interview 1

Person 1 in questionnaires, (age: 17, female)

Where did you learn Czech?

I learned in kindergarten

But before kindergarten?

I had my aunt teach me, she is like my second grandma.

And before that you had your aunt?

Yeah, something like that.

How old were you when you started to learn Czech with your aunt?

About 3 years old.

And you also learned in kindergarten?

Yeah.

How old were you when you went to kindergarten?

Six. Correction: three years old.

You wrote in the questionnaire, that learning Czech was easy in school, why was it easy?

Because I was born here and it wasn't hard.

And before school did you have any friends who spoke Czech?

Before kindergarten?

Kindergarten or before you went to school?

No, I didn't.

So, you had only friends who spoke Vietnamese or ?

Yes, yes, only Vietnamese friends.

Only had Vietnamese friends in school. OK. So before you were six?

Yeah.

When you went to school how did you learn Czech in Czech classes?

Teachers there they talk, they read, just stuff doing in kindergarten like playing with friends.

Did they teach you the same as all other Czech students or did they do something different?

No, everything was the same.

And after the kindergarten it was also the same?

Yeah.

Was there a teacher who used Vietnamese in school?

No, there was nothing.

When you started school, did you have any Czech language problems?

No, I did not have any Czech language problems at school.

So there were no extra language classes?

No.

But in your class or in your school, were there any other Vietnamese students who had extra language classes?

I don't remember, maybe.

So this question, I know that there was a teaching assistant in class and no teacher who used Vietnamese. What do you think, if there would be a teaching assistant in class for Vietnamese students?

Teaching Assistant would be better for those who were not born in the Czech Republic.

You wrote that you liked to learn languages. So, why do you like to learn languages?

I don't know, I just enjoy learning languages. Except Deutsch (German).

Is there a reason why you don't like it?

It's too hard.

But what makes it hard for you?

I don't know. How you speak it.

Pronunciation?

Yeah, pronunciation.

Anything else?

Too complicated.

And you did not like Mathematics?

Yeah.

You said that a good teacher can listen. Can you give an example of when a teacher has done it?

When some student doesn't understand something. He just listens to the student, what he wants and needs to understand. He just try and say it again so he can understand it.

And have there been situations where a teacher has not listened?

I think, there were lots of teachers who didn't listen, like you know when students are too loud and they just get angry and they don't the don't want to say anything anymore so those kinds of teachers.

So, students, so the teacher.

Like when students are load and doesn't pay attention to the teacher and the teacher just gets angry and he just, I don't know. Not like, mhm.

So a teacher who cannot control a class?

Yes, that too and when he gets angry and he doesn't say anything anymore. Like when some students who really listen to him just ask him to say something, repeat and the teacher would ignore that and not say anything.

You said you liked the collective in school. Why do you like it?

The collective. Just like talking to each other, be friendly with everyone and you know, just like hang out together.

You wrote that at school, you did not like that there was sometimes no access to teacher?

Access?

Yeah. What was there?

It was just like the teacher I said, like doesn't, when he can't control other students and mhm. Access...

And when did this happen?

I think it happened in my elementary and highschool and I think everyone have that kind of teacher.

And it was during lesson time?

Yes.

Appendix F- (English translation)

Interview 2 (translation from Czech)

Person 2 in questionnaires, (age: 17, female)

1) When did you first started to speak/study Czech?

At the age of 2 with a nanny.

2) You wrote (in the questionnaire) that the Czech language was easy for you. Why was it easy?

It was easy because I spoke Czech with friends, with older brother, my brother taught me Czech.

3) Did you have any language problems at school?

No, there were no language problems at school.

4) How did teachers teach Czech at school?

Like to normal students, sometimes they took into account that I was a foreigner. It was not much, because I was born here. There was no special program in school.

5) Do you have any examples when:

a) willingness to help me

For example, when I was in school, there was one old teacher who retired and offered me to help, with what I did not know and gave advice, it was at school.

b) lack of interested in students

For example, when I did not understand and needed an explanation but the teacher told me that I will study that alone.

c) teachers who cared because I was a foreigner

For example, gave me more time for writing in elementary school, gave a test in advance to study for it-

biology (body, observation)

6) What do you think if in school there would be a teaching assistant for Vietnamese students in normal classes?

If there is an assistant, it can be good because the assistant can help foreigners who do not know much Czech to learn and dedicate more time to them than a teacher.

- Spelling in elementary school
- Mostly Czech literature in high school

Appendix G- Interview (in Czech)

Rozhovor 2 (original)

Person 2 in questionnaires, (age: 17, female)

1) První krát ty začínal/a mluvit nebo studovat češtinu?

2 roky s chůvám.

2) Ty psala, že češtinu byla lehké, proč byla to lehké?

To byla lehké protože mluvila češtinu s kamarádama, s starší bratry, bratr on učil češtinu.

3) Ve škole byli nějaký jazykové problémy pro tebe?

Ne, nebyli jazykové problémy ve škole.

4) Jak učitelé učili češtinu ve škole?

Jaky normalny ža'ka, někdy braly ohlady, že jsem cizinka. Byla to mělo, protože já už narodila tady. Nebyla nějaký speciální program ve škole.

5) Je nějaký příklady kdy-

a) ochota mu pomoc

Třeba jsem byla na škole tam byla jedna starší učitelka a šla do důchodu a nabídla mě, že mě pomůže něčím, s čím si nebudu vědět rady, když byla na škole.

b) nezajem o studenta

Třeba jsem něčemu ne rozuměla a potřebovala jsem vysvětlit a ona učitelka mi řekla, že at se to naučit sama.

c) profesori který brali ohlady na to, že jsem cizinka

Třeba me daly víc času na písenu ve základní škola my daly test topředu a bych to naučil- přírodopis (tělo, rozhledna).

6) Co myslíš jestli ve škole, v normalni třídě je přítomen asistent pro vietnamsky studenti.

Jestli, je asistent, to muze byt dobrý, protože ta asistenta se muze se tomu cizinka, že neumi moc česky pomoc a věnovat se mu víc než ta učitelka.

- Pravopis ve základní škole
- Hlavní české literatura ve střední škole

Appendix H- (English translation)

Interview 3 (translation from Czech)

Person 4 in questionnaires, (age: 19, male)

1) Did you learn Czech outside of nursery/kinderkargaden?

No.

2) How old were you when you first started learning Czech? How did you learn it (then)?

Around the age of 4, I spent time together with Czech friends.

3) Why you did not like studying in Czech schools? What could have been done differently to make it better?

Change the Education Act.

4) You wrote that studying Czech was difficult. Why was it difficult?

It was very challenging and I did not understand everything.

5) How did extra language lessons help you to learn Czech?

I understood it more and was able to avoid making mistakes.

6) Were these classes in your school or elsewhere? Where?

At school, catch up/additional (classes).

8) Were you able to choose topics what you wanted to learn in Czech Lang- classes?

No

8) How many years did you study Czech there?

I am still studying there.

9) How were the lessons structured?

Just like in normal classes.

10) How did teachers teach new words/grammar?

She tried to explain clearly.

11) What materials did they use?

Coursebooks.

12) Did teachers correct your mistakes when you spoke and how?

Yes, how to properly pronounce word (s).

13) Did teachers correct your mistakes when you did written work and how?

Yes, repeatedly rewrite a new line correctly.

14) If teachers in normal classes would have used Vietnamese or have teaching assistants who spoke Vietnamese, would have that helped to learn Czech better or no? Why?

It really would be better for new students who have Vietnamese nationality. It would speed up the understanding and the rest.

Appendix I- Interview (in Czech)

Rozhovor 3 (original)

Person 4 in questionnaires, (age: 19, male)

1) Učil/a jsi se češtinu mimo jesle/mateřskou školu?

Ne.

2) Jak starý/á jsi byl/a, když jsi se poprvé učil češtinu? Jak jsi se ji (v té době) učil/a?

Cca. 4 roky. Chodil jsem za českým kamarádem.

3) Proč se Vám na škole nelíbilo, kterou jste studoval/a v České republice? Co mohlo být uděláno jinak – tedy lépe?

Školní zákon nezměníme.

4) Ty psal/a, že učit se češtinu ve škole bylo těžké. Proč učit se češtinu ve škole bylo těžké?

Byla velice náročná a nerozuměl jsem všemu.

5) Jak ti s učením češtiny pomohly jazykové hodiny navíc (nad rámec)?

Rozuměl jsem jí více chápat a vyhýbat se děláním chyb.

6) Byly tyto hodiny ve tvé škole nebo jinde? Kde?

Ve škole, doučko.

7) Mohl/a jsi si v hodinách českého jazyka k učení zvolit témata, která jsi chtěl/a?

Ne.

8) Kolik let jsi se tam učil/a češtinu?

Stále se jí učím.

9) Jak byly hodiny strukturovány tam?

Jako v ostatních školách.

10) Jakým způsobem učitelé učili nová slovíčka/gramatiku?

Snažila se je srozumitelně vysvětlit.

11) Jaké materiály používali tam?

Učebnice.

12) Opravovali učitelé tvé chyby při mluveném projevu a jak?

Ano, jak správně vyslovit určité slovíčko.

13) Opravovali učitelé tvé chyby při písemném projevu a jak?

Ano, opakovaně přepsat na nový řádek a správně.

14) V případě, že by učitelé v normálních hodinách používali vietnamštinu nebo měli asistenta, který by jí mluvil, pomohlo by to studentům naučit se lépe česky nebo ne? Proč?

Určitě by to bylo lepší pro nové studenty vietnamské národnosti. Velice by to urychlovalo chápání a ostatní.